

Internet Contents A		SANO Satoki
Credits: 2	First (Spring) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives <Outline> This course will help students learn about the creative content business with special emphasis on the internet and world wide web. The class will take students through the history and developments of web contents with observations into each particular category. The students will have the opportunity to understand and discuss the creative industry with an international perspective, as well as develop English communication skills. <Objectives> Students will be able to have an understanding of businesses which make use of the internet in delivering content. Also, students will be accustomed to being in an English environment, able to comprehend English lectures and speak in front of a crowd.</p>		
<p>2. Course Content</p> <ol style="list-style-type: none"> 1. Guidance 2. History of internet (web) contents 3. Internet Business 4. Digital Music 5. Social Media 6. Movie distribution business 7. Online Video Content 8. Web Advertising 9. Mobile Internet 10. Online Games 11. Cloud Computing 12. Current Issues 13. Summary 14. Test 		
<p>3. Further Information <Registration Requirements> English capabilities required. Classes will be fully conducted in English, and students will be required to present ideas in English. All written papers/test will also be in English. <Course Preparations> Students expected to read news on a daily basis to keep up with new technologies and industry trends. Knowledge about present current issues is important.</p>		
<p>4. Textbook (s) Power Point files to be passed out</p>		
<p>5. Reference Book (s) Not specified</p>		
<p>6. Assessment Class attendance/participation is 50%. Test accounts for 50%.</p>		
<p>7. Others Students will be asked to participate actively in discussions.</p>		

Internet Contents B		SANO Satoki
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives <Outline> This course, as a continuation from the previous semester, will discuss Web Contents from the context of monetization of web assets. The course will help students develop an understanding of the current issues in the web business arena. The students will have the opportunity to understand and discuss business on the internet with an international perspective, as well as develop English language skills. <Objectives> Students will have a deeper understanding of how content is used on the internet, and will be able to discuss business model ideas for future developments on the internet. Also, students will become more accustomed to being in an English environment, able to comprehend English lectures and speak in front of a crowd.</p>		
<p>2. Course Content</p> <ol style="list-style-type: none"> 1. Guidance 2. Portal and Corporate Media 3. Consumer Generated Media/Content 4. Mobile Media 5. Content Project Management 6. Value-adding of Web content 7. Online Video Content 8. Planning web content 9. Sales of web content 10. Marketing with Content 11. Current Issues 12. Market Challenges for Web Content 13. Summary 14. Test 		
<p>3. Further Information <Registration Requirements> English capabilities required. Classes will be fully conducted in English, and students will be required to present ideas in English. All written papers/test will also be in English. <Course Preparations> Students expected to read news on a daily basis to keep up with new technologies and trends in the content industry. Knowledge about present current issues is important.</p>		
<p>4. Textbook (s) Power Point files to be passed out</p>		
<p>5. Reference Book (s) Not specified</p>		
<p>6. Assessment Class attendance/participation is 50%. Test accounts for 50%.</p>		
<p>7. Others Students will be asked to participate actively in discussions.</p>		

Contents Business A		SANO Satoki
Credits: 2	First(Spring) Semester	Grade: 3 · 4
1. Course Outline & Objectives <Outline> This course will help students take an overview of the structure of the creative content industry, and discuss the developments which took place. The class will also discuss the future of the industry in specific categories, using actual case studies. The students will have the opportunity to understand and discuss the creative industry with an international perspective, as well as develop English language skills. <Objectives> Students will be able to have a broad understanding of the industry, with a perspective on how the industry may evolve in the future. Also, students will be accustomed to an English learning environment, able to comprehend English lectures and speak in front to a crowd.		
2. Course Content <ol style="list-style-type: none"> 1. Guidance 2. Movie Industry-1 3. Movie Industry-2 4. Music Industry-1 5. Music Industry-2 6. TV Broadcasting-1 7. TV Broadcasting-2 8. Newspaper Industry 9. Publishing-1 10. Publishing-2 11. Game Industry 12. Advertising Industry 13. Summary 14. Final Test 		
3. Further Information <Registration Requirements> English capabilities required. Classes will be fully conducted in English, and students will be required to present ideas in English. All written papers/test will also be in English. <Course Preparations> Students expected to read news on a daily basis to keep up with new technologies and trends in the content industry. Knowledge about present current issues is important.		
4. Textbook(s) Power Point files to be passed out		
5. Reference Book(s) Not specified		
6. Assessment Class attendance/participation is 50%. Final Exam accounts for 50%.		
7. Others Students will be asked to participate actively in discussions.		

Contents Business B		SANO Satoki
Credits: 2	Second(Fall) Semester	Grade: 3 · 4
1. Course Outline & Objectives <Outline> As a continuation from the prior semester, this course will discuss the creative content industry into depth, by looking at many different issues that arise in the industry (intellectual rights, coping with new technology, etc.). We will frequently have discussions within the class to exchange different viewpoints. The students will have the opportunity to understand and discuss the creative industry with an international perspective, as well as develop English language skills. <Objectives> Students will have a deeper understanding of the industry overall, as well as perspectives on what the key elements are in growing the content industry. Also, students will become more accustomed to an English environment, able to comprehend English lectures and speak in front to a crowd.		
2. Course Content <ol style="list-style-type: none"> 1. Guidance 2. The digitalization of contents 3. Distribution of content 4. Content becomes media 5-6. Intellectual property rights 7. Financing for content 8. Single-source/multi-usage 9. Issues of copying for personal use 10. Issues of privacy and security 11. Future of Advertising 12. Free usage of content 13. Non-digital content 14. Summary 15. Test 		
3. Further Information <Registration Requirements> English capabilities required. Classes will be fully conducted in English, and students will be required to present ideas in English. All written papers/test will also be in English. <Course Preparations> Students expected to read news on a daily basis to keep up with new technologies and trends in the content industry. Knowledge about present current issues is important.		
4. Textbook(s) Power Point files to be passed out		
5. Reference Book(s) Not specified		
6. Assessment Class attendance/participation is 50%. Test accounts for 50%.		
7. Others Students will be asked to participate actively in discussions.		

Interdepartmental Specialized Subjects A 「History of International Relations」		MICHELIN Franck
Credits: 2	First (Spring) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> History of International Relations <i>The colonial question in East Asia, from the middle of the 19th century until today</i> <i>First semester (A): “The rise of the West”</i> Ones who do not have a past cannot have a future. History is a precious element to foresee the future of Japan, Asia and the World. In this course, we will try to get the basic historical knowledge that are necessary to think about the future of Japan and the World. From the beginning of the 19 th century, until the 1960s, the colonial question has been one of the most important problems within the international relations. From tis time, almost all the world, including Asia, had fallen under the domination of the “western” countries. Only two countries preserved their independence: Thailand and Japan. The price for Japan of this independence was the westernisation of its culture and political system. But Japan soon joined the club of the colonial powers. We will try to analyse several case of colonisation and decolonisation of Asian countries. We will also try to explain the main causes and consequences of this phenomenon. We will especially focus on the relations between Japan and its Asian neighbours. Finally, we will explain how this question has remained an important issue until today. <Objectives> This course will be an active one that will make the students experience the construction of History. The students will have to study by themselves by preparing oral presentations and, then, learn how to search for historical facts. It will also, thanks to a reflexion on History, give to the students the strength to think of the World by using their critical sense.		
2. Course Content Topics to be discussed are as follows. <ol style="list-style-type: none"> 1. Introduction to historical studies 2. History of international studies and colonial studies 3. The first European colonial empire 4. The fall of the first colonial empire 5. Colonialism and anticolonialism 6. The rush to colonisation 7. The causes of the birth of the second colonial empire 8. India in the 19th century 9. Indochina peninsula and Eastern Indies under French, British and Dutch rule 10. China and western aggression 11. Japan and Thailand: the last two independent countries? 12. Japan joins the club of the colonial powers 13. U.S.A. as a colonial power 14. Korea, China at the turn of the 20th century: the Asian question and its influence on international relations 		
3. Further Information <Registration Requirements> The students will be required to attend every class and to participate actively. Since the course will progress by the students’ oral presentations, the students will have to listen to their classmates’ presentations and professor’s comments. It is desirable that the students attend also the 2 nd semester course (B). <Course Preparations> The students will read their high school History manuals, especially the parts on contemporary period.		
4. Textbook (s) none		
5. Reference Book (s) 有賀貞著「国際関係史—16世紀から1945年まで—」, 東京大学出版会, 2010年。 Eric Hobsbawm, <i>The Age of Revolution: 1789–1848</i> <i>The Age of Capital: 1848–1875</i> <i>The Age of Empire: 1875–1914</i> David G. Williamson, <i>War and Peace: International Relations 1878–1941</i> René Girault, <i>Diplomatie européenne: Nations et impérialisme 1871–1914</i>		
6. Assessment Attendance (20%), oral presentation or written paper (50%), examination (30%)		
7. Others This course will be provided in English, but explanations in Japanese will be provided if necessary.		

Interdepartmental Specialized Subjects B 「History of International Relations」		MICHELIN Franck
Credits: 2	Second (Fall) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> History of International Relations: <i>The colonial question in East Asia, from the middle of the 19th century until today</i> <i>Second semester (B): “The rise of Asia”</i> Ones who do not have a past cannot have a future. History is a precious element to foresee the future of Japan, Asia and the World. In this course, we will try to get the basic historical knowledge that are necessary to think about the future of Japan and the World. From the beginning of the 19 th century, until the 1960s, the colonial question has been one of the most important problems within the international relations. From tis time, almost all the world, including Asia, had fallen under the domination of the “western” countries. Only two countries preserved their independence: Thailand and Japan. The price for Japan of this independence was the westernisation of its culture and political system. But Japan soon joined the club of the colonial powers. We will try to analyse several case of colonisation and decolonisation of Asian countries. We will also try to explain the main causes and consequences of this phenomenon. We will especially focus on the relations between Japan and its Asian neighbours. Finally, we will explain how this question has remained an important issue until today. <Objectives> This course will be an active one that will make the students experience the construction of History. The students will have to study by themselves by preparing oral presentations and, then, learn how to search for historical facts. It will also, thanks to a reflexion on History, give to the students the strength to think of the World by using their critical sense.		
2. Course Content 1. Topics to be discussed are as follows. <ol style="list-style-type: none"> 2. East Asian countries and World War I 3. The rise of independence movements in East Asia: French Indochina, Dutch West Indies, Burma, India 4. Japan and its colonies before World War II 5. China: the long road to the construction of an independent state 6. The Southward expansion of Japan and the independence movements in East Asia 7. The “Co-prosperity Sphere of the Greatest East Asia”: its rise and fall 8. Gandhi and the independence of India 9. Sukarno and the independence of Indonesia 10. Indochina, Vietnam: 30 years of war 11. Korean war: a very current problem 12. Chinese civil war: also a very current problem 13. The colonial question and international relations today 14. The rise of Asia: China, India and? 15. In conclusion: the reasons for studying the history of international relations today 		
3. Further Information <Registration Requirements> The students will be required to attend every class and to participate actively. Since the course will progress by the students’ oral presentations, the students will have to listen to their classmates’ presentations and professor’s comments. It is desirable that the students attend also the 1 st semester course (A). <Course Preparations> The students will read their high school History manuals, especially the parts on contemporary period. The students who did not attend the 1 st semester course will have to download presentation files used during this course and to read them.		
4. Textbook (s) none		
5. Reference Book (s) 有賀貞著「国際関係史—16世紀から1945年まで—」 Eric Hobsbawm, <i>The Age of Extremes: 1914–1991</i> Eric Hobsbawm & Terence Ranger (ed.), <i>The Invention of Tradition</i> David G. Williamson, <i>War and Peace: International Relations 1878–1941</i> René Girault et Robert Frank, <i>Turbulente Europe et nouveaux mondes (1914–1941)</i>		
6. Assessment Attendance (20%), oral presentation or written paper (50%), examination (30%)		
7. Others This course will be provided in English but explanations in Japanese will be provided if necessary.		

Interdepartmental Specialized Subjects A 「International Political Economy A」		SEKIYAMA Takashi
Credits: 2	First (Spring) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives 〈Outline〉</p> <p>International Political Economy (IPE) is to analyze the interactions between political and economic phenomena on an international scale. The courses of International Political Economy A & B provide a systematic introduction to IPE. The courses cover the major approaches to the discipline of IPE as well as contemporary issues mainly in East Asia. International Political Economy A concentrates on the major theoretical perspectives about the international political economy.</p> <p>〈Objectives〉</p> <p>The aim of the two courses is to gain a better understanding of international interactions between political and economic phenomena. Students can learn useful tools for analyzing global issues such as free trade, financial crisis and environmental problems through the courses.</p>		
<p>2. Course Content</p> <p>Session 1 Guidance Session 2 What is International Political Economy? Session 3-6 Perspectives on International Political Economy Session 7-9 Political Economy of International Trade Session 10-12 Political Economy of International Finance Session 13-14 Political Economy of Global Security Session 15 Summary</p>		
<p>3. Further Information 〈Registration Requirements〉</p> <p>The course is taught in English.</p> <p>〈Course Preparations〉</p> <p>The summary of next class will be handed out at the end of each class. To prepare for the class, read the summary in advance.</p>		
<p>4. Textbook (s)</p> <p>No specific textbook. The summary of classes will be distributed.</p>		
<p>5. Reference Book (s)</p> <p>David N. Balaam & Bradford Dillman, <i>Introduction to International Political Economy 5th ed.</i>, Longman, 2010.</p>		
<p>6. Assessment</p> <p>Course evaluation consists of class participation and final report.</p> <p>1) Final Report (50%) 2) Class Participation (50%)</p>		
<p>7. Others</p> <p>Gain a better understanding of the international political economy through this course, and you may become a competitive businessperson in the international arena!</p>		

Interdepartmental Specialized Subjects B 「International Political Economy B」		SEKIYAMA Takashi
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives 〈Outline〉</p> <p>International Political Economy (IPE) is to analyze the interactions between political and economic phenomena on an international scale. The courses of International Political Economy A & B provide a systematic introduction to IPE. The courses cover the major approaches to the discipline of IPE as well as contemporary issues mainly in East Asia. International Political Economy B introduces contemporary global issues.</p> <p>〈Objectives〉</p> <p>The aim of the two courses is to gain a better understanding of international interactions between political and economic phenomena. Students can learn useful tools for analyzing global issues such as free trade, financial crisis and environmental problems through the courses.</p>		
<p>2. Course Content</p> <p>Session 1 Guidance Session 2 Perspectives on International Political Economy Session 3-8 States and Markets in the Global Economy (Development Conundrum, Regionalism, Rising Powers, Democracy) Session 9-14 Transnational Problems (Illicit Transaction, Migration, Foreign Investment, Poverty, Energy, Environment) Session 15 Summary</p>		
<p>3. Further Information 〈Registration Requirements〉</p> <p>The course is taught in English.</p> <p>〈Course Preparations〉</p> <p>The summary of next class will be handed out at the end of each class. To prepare for the class, read the summary in advance.</p>		
<p>4. Textbook (s)</p> <p>No specific textbook. The summary of classes will be distributed.</p>		
<p>5. Reference Book (s)</p> <p>David N. Balaam & Bradford Dillman, <i>Introduction to International Political Economy 5th ed.</i>, Longman, 2010.</p>		
<p>6. Assessment</p> <p>Course evaluation consists of class participation and final report.</p> <p>1) Final Report (50%) 2) Class Participation (50%)</p>		
<p>7. Others</p> <p>Gain a better understanding of the international political economy through this course, and you may become a competitive businessperson in the international arena!</p>		

American Culture		NOYES Matthew Hall
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives</p> <p>〈Outline〉 Cowboys? Indians? Immigrant workers? The Blues? Hollywood? Crime? War? Equality? Coca-Cola? What is American culture? Is there such a thing as American Culture? What are the sources of American Culture? Who makes it? Who owns it? Where is it?</p> <p>This course starts from the position that we are all participants in American Culture and asks students to question the role it plays in our lives and the role we play in American Culture. We will approach “American Culture” as a mystery, looking for clues not just on its surface but in its shadows. Students will learn about American Culture from the inside out through the lives and stories of Americans and through examining their own experiences of American Culture.</p> <p>〈Objectives〉 Students who successfully complete this course will: build an understanding of “American Culture”; develop tools for cultural analysis; become skilled at collaborative learning; and use what they learn beyond the classroom.</p>		
<p>2. Course Content</p> <p>The course has three elements:</p> <ol style="list-style-type: none"> 1) The film “Lone Star,” by John Sayles, will serve as the basis for our exploration of American Culture. Set in a small town on the Texas-Mexico border, Lone Star is a murder mystery and love story that examines the conflicts and struggles that shape the town and its inhabitants. 2) The experiences of American Culture that we all share in different ways; we will share and examine these experiences, finding in them themes and guiding questions for the course. 3) Interviews, performances, and readings from a variety of Americans with diverse life experiences, whose work plays a role in re-creating American culture today. <p>Part One (sessions 1-3): Introduction-from American Culture to “American Culture”, sharing impressions and raising questions.</p> <p>Part Two (sessions 4-8): A close reading of Lone Star, characters, plot, themes.</p> <p>Part Three (sessions 9-12): Reading film, reading culture: using Lone Star to analyze “American Culture”</p> <p>Part Four (sessions 13-15): Final Projects-making American Culture our own.</p>		
<p>3. Further Information</p> <p>〈Registration Requirements〉 This is not a traditional lecture-style course; students will be active participants, sharing their experiences and ideas, and helping to shape the course and its contents as we go. You must be ready to work in small groups and do independent research.</p> <p>The key to success in this course is participation and speaking up. **Students must be willing to ask questions, discuss issues, offer opinions and listen to alternative points of view.**</p> <p>Students must be able to use the Internet for readings and multimedia in English, as well as weekly writing and reading assignments. Each student will have the opportunity to participate in class activities, write on the course blog, submit links, evaluate the course and contribute in other ways.</p> <p>〈Course Preparations〉 Classes will be conducted in English and all materials will be in English. You must be able to do coursework and participate in class discussions in English.</p>		
<p>4. Textbook (s)</p> <p>Extensive use of the Internet, music, video, prints, and the course website. “Lone Star” by John Sayles (Warner Brothers, 1995)</p>		
<p>5. Reference Book (s)</p> <p>Please bring an electronic dictionary to each class.</p>		
<p>6. Assessment</p> <p>The grade will be determined by class attendance (50%), participation in class activities (20%), and the final project and cover letter (20%). In addition, students will periodically assess their own learning and evaluate the course and teacher.</p>		
<p>7. Others</p> <p>アメリカ文化に関する映画を観たり、皆さんの経験を共有しながら理解を深めます。授業は平易な英語で行いますので、興味がある学生はぜひ履修してください。</p>		

Global Issues A		KIERNAN Patrick
Credits: 2	First (Spring) Semester	Grade: 1 · 2 · 3 · 4 (Izumi)
1. Course Outline & Objectives <Outline> English has become the language of global communication. Studying English at university should therefore involve some exploration of prominent issues in the global community. Global Issues A aims to develop students' English ability while introducing issues in the world today and encouraging further exploration. Since such issues are also viewed in variety of ways, the course also seeks to promote critical thinking skills to explore these issues using English. The main course materials will be readings introducing the issues which will be used to teach reading skills. Video materials will also be used to promote listening and give a multi-media view of the issues. Besides reading and listening, students will be required to keep a reflective journal in English which will be used as a source for small in-group discussions. Learning how to discuss topics effectively will also be a goal for this course. <Objectives> To develop a critical awareness of global issues To be able to discuss global issues in English To become familiar with and practice a range of reading skills To acquire key vocabulary associated with global issues The readings will be assigned during the previous class and should be prepared in advance.		
2. Course Content Week 1 Thursday 14 April Course introduction Week 2 Thursday 21 April Sports and fitness: Planet Football Week 3 Thursday 28 April Sports: What makes an Olympic champion? Week 4 Thursday 12 May Skin deep: What is beauty? Week 5 Thursday 19 May Skin deep: The body's canvas Week 6 Thursday 26 May Animals in danger: Panda protectors Week 7 Thursday 2 June Animals: Tracking the snow leopard Week 8 Thursday 9 June Violent Earth: The ring of fire Week 9 Thursday 16 June Violent earth: Predicting earthquakes Week 10 Thursday 23 June Island explorations: The perfect beach Week 11 Thursday 30 June Island explorations: Land of fire and ice Week 12 Thursday 7 July Ancient mysteries: Stonehenge Week 13 Thursday 14 July Ancient Mysteries: The hobbits Week 14 Thursday 21 July Review and final test		
3. Further Information <Registration Requirements> This course is aimed at first year students but open to second and even third and fourth year students who are interested. Because in-class discussion is an important part of this course, there is a strict attendance policy. More than 3 absences will result in failure. For this course, you will need a copy of the textbook and English-Japanese and Japanese-English dictionaries (paper or electronic). <Course Preparations> Outside class, you will need to write a journal as a Word file to be submitted at the end of the course. You will also be expected to prepare for class by doing readings in advance and reviewing the previous week's work for a short quiz.		
4. Textbook(s) Douglas, N. (2010) Reading Explorer 3. Boston: Heinle (Cengage Learning)		
5. Reference Book(s) None.		
6. Assessment Credit will be awarded to students with over 60% overall. Evaluation will be made up of the following: weekly quiz (10%); participation (20%); journal (20%); final test (50%) More than 3 absences will result in a fail (3 late = 1 absence).		
7. Others This class will be taught in English. The key to success in this class is to prepare for each class and be active in class. Ask if you do not understand! If you do this you will be able to improve your English reading and discussion, learn about important issues in the world today and make friends with your classmates!		

Global Issues B		KIERNAN Patrick
Credits: 2	Second (Fall) Semester	Grade: 1 · 2 · 3 · 4 (Izumi)
1. Course Outline & Objectives <Outline> Global Issues B builds on the approach and issues considered in Global Issues A. It aims to broaden your understanding of issues through readings that explore different aspects of the issues considered in Global English A. As with Global Issues A, Global Issues B aims to develop students' English ability while exploring issues in the world today and seeks to promote critical thinking skills to explore these issues using English. The main course materials will be readings introducing the issues which will be used to teach reading skills. Video materials will also be used to promote listening and give a multi-media view of the issues. Besides reading and listening, students will be required to keep a reflective journal in English which will be used as a source for small in-group discussions. Becoming skilled at discussing these topics effectively will also be a goal for this course. <Objectives> To understand some key global issues using English To develop a critical awareness of global issues To be able to discuss global issues in English To become familiar with and practice a range of reading skills To acquire key vocabulary associated with global issues The readings will be assigned during the previous class and should be prepared in advance. A reflective journal should be kept in order to prepare for in-class discussions. The topic from the previous week should be reviewed as short review tests will be given at the beginning of each class.		
2. Course Content Week 1 Thursday 22 September Course introduction Week 2 Thursday 29 September Addictions: Caffeine the world's favorite drug Week 3 Thursday 6 October Global addictions: Addicted to fossil fuel Week 4 Thursday 13 October Legendary voyages: Zheng He and the Chinese Armada Week 5 Thursday 20 October Legendary voyages: The travels of sinbad Week 6 Thursday 27 October Stories of survival: An ill fated flight Week 7 Thursday 10 November Stories of survival: In search of the Afghan girl Week 8 Thursday 17 November All in the mind: What's in the mind? Week 9 Thursday 24 November All in the mind: Inside animal minds Week 10 Thursday 1 December Art and life: The power of color Week 11 Thursday 8 December Art and life: Van Gogh's world Week 12 Thursday 15 December Medical challenges: A cure for cancer Week 13 Thursday 22 December Medical challenges: Deadly contact Week 14 Thursday 12 January Review and final test		
3. Further Information <Registration Requirements> This course is aimed at first year students but open to second and even third and fourth year students who are interested. Because in-class discussion is an important part of this course, there is a strict attendance policy. More than 3 absences will result in failure. For this course, you will need a copy of the textbook and English-Japanese and Japanese-English dictionaries (paper or electronic). <Course Preparations> You will be expected to prepare for class by doing readings in advance, writing in your journal as a Word file and reviewing the previous week's work.		
4. Textbook(s) Douglas, N. (2010) Reading Explorer 3. Boston: Heinle (Cengage Learning)		
5. Reference Book(s) None.		
6. Assessment Credit will be awarded to students with over 60% overall. Evaluation will be made up of the following: weekly quiz (10%); participation (20%); journal (20%); final test (50%) More than 3 absences will result in a fail (3 late = 1 absence).		
7. Others This class will be taught in English. The key to success in this class is to prepare for each class and be active in class. Ask if you do not understand! If you do this you will be able to improve your English reading and discussion, learn about important issues in the world today and make friends with your classmates!		

Global Issues A		MARLOW Anni
Credits: 2	First (Spring) Semester	Grade: 1·2·3·4 (Izumi)
<p>1. Course Outline & Objectives <Outline> Students will be engaged in research, discussion and debate exploring a wide range of global issues from differing perspectives. <Objectives> The course aims to encourage critical engagement and to give practice in communicating ideas effectively.</p>		
<p>2. Course Content</p> <ol style="list-style-type: none"> 1. Course overview 2. Global issues related to education I 3. Global issues related to education II 4. Global issues related to health I 5. Global issues related to health II 6. Global issues related to immigration I 7. Global issues related to immigration II 8. Global issues related to trade I 9. Global issues related to trade II 10. Global issues related to technology I 11. Global issues related to technology II 12. Global issues related to food security I 13. Global issues related to food security II 14. The place of NGOs 15. Review 		
<p>3. Further Information <Registration Requirements> The class topics and order may vary from the above outline depending on topical issues in the media at the time of the classes. Students will explore areas of own specific interest within the general framework. <Course Preparations> Classes will be conducted entirely in English and are highly interactive, thus an intermediate to advanced level of English and a willingness to use English to discuss issues is required. Weekly preparation for classes is required.</p>		
<p>4. Textbook (s) No textbook. All materials will be provided.</p>		
<p>5. Reference Book (s) No.</p>		
<p>6. Assessment Assessment is ongoing. Class work (discussions and debates) each week is assessed and thus regular class attendance is extremely important. Assessment: 70% class work 30% homework assignments</p>		
<p>7. Others</p>		

Global Issues B		MARLOW Anni
Credits: 2	Second (Fall) Semester	Grade: 1·2·3·4 (Izumi)
<p>1. Course Outline & Objectives <Outline> Students will be engaged in research, discussion and debate exploring a wide range of global issues from differing perspectives. <Objectives> The course aims to encourage critical engagement and to give practice in communicating ideas effectively.</p>		
<p>2. Course Content This course is an extension of Global Issues A. Students will be engaged in research, discussion and debate exploring a wide range of global issues from differing perspectives. The course aims to encourage critical engagement and to give practice in communicating ideas effectively.</p> <ol style="list-style-type: none"> 1. Course overview 2. Global issues related to biodiversity I 3. Global issues related to biodiversity II 4. Global issues related to religion I 5. Global issues related to religion II 6. Global issues related to water security I 7. Global issues related to water security II 8. Global issues related to corporations I 9. Global issues related to corporations II 10. Global issues related to national security I 11. Global issues related to national security II 12. Global issues related to weapons proliferation I 13. Global issues related to weapons proliferation II 14. Global citizenship 15. Review 		
<p>3. Further Information <Registration Requirements> The class topics and order may vary from the above outline depending on topical issues in the media at the time of the classes. Students will explore areas of own specific interest within the general framework. <Course Preparations> Classes will be conducted entirely in English and are highly interactive, thus an intermediate to advanced level of English and a willingness to use English to discuss issues is required. Weekly preparation for classes is required.</p>		
<p>4. Textbook (s) No textbook. All materials will be provided.</p>		
<p>5. Reference Book (s) No.</p>		
<p>6. Assessment Assessment is ongoing. Class work (discussions and debates) each week is assessed and thus regular class attendance is extremely important. Assessment: 70% class work 30% homework assignments</p>		
<p>7. Others</p>		

International Business Program A		KIERNAN Patrick
Credits: 2	First (Spring) Semester	Grade: 1·2·3·4
1. Course Outline & Objectives <Outline> This course aims to provide an opportunity for students to learn English and experience overseas college life through selected short-term (4-week) language/business programs at San Jose State University. Students will study English intensively in customized English language courses and through interaction with other students and their homestay families. Visits to companies, cultural and outdoor activities, time with the homestay families, and free time will give students opportunities to practice language skills and experience different aspects of overseas university life. The class will meet three times before and twice after the overseas program. The teachers will supervise students' work during the program, and assess their overall performance at the end. <Objectives> Students who successfully complete this program will: * be able to communicate successfully with native English speakers * be able to function effectively in a U.S. university setting * have a basic understanding of U.S. business language and culture * have familiarity with U.S. culture and daily life		
2. Course Content The IBP program consists of three parts as follows: Part 1: Three class sessions for group building, defining the themes for student journal reflections and other preparations. (i) Introductions and keys to successful study abroad; (ii) Journal writing and themes for reflection; letters to host families (iii) Final preparations and pointers for life overseas Part 2: Four weeks of overseas study including subjects such as Business English; Intercultural Communication and English Conversation and Writing. Also includes homestay, company visits and other activities. (Details in program syllabus.) Part 3: (i) Reporting back and preparation for final presentations. (ii) Final presentations and program feedback		
3. Further Information <Registration Requirements> Students participating in the IBP Course must have a strong desire to improve their English abilities. They must also have a TOEIC score of 400 or more or equivalent. A total of 20 students can participate in the SJSU IBP A program (40 for IBP A altogether). In addition to course work, students will keep a journal (in English) in which to note their experiences and reflections throughout the IBP process. The journals will be used in preparing the final presentations. <Course Preparations> Regular journal writing Preparation of program evaluation report Preparation of final presentation Other tasks specified by the host institution		
4. Textbook(s) Materials will be provided during class		
5. Reference Book(s) None		
6. Assessment The grade will be determined by attendance and participation in the class sessions before the overseas study (10%); by the assessment done in the overseas program (70%); and by the final presentation and journal (20%).		
7. Others		

International Business Program B		KIERNAN Patrick
Credits: 2	Second (Fall) Semester	Grade: 1·2·3·4
1. Course Outline & Objectives <Outline> This course aims to provide an opportunity for students to learn English and experience overseas college life through selected short-term (4-week) language/business programs at San Jose State University. Students will study English intensively in customized English language courses and through interaction with other students and their homestay families. Visits to companies, cultural and outdoor activities, time with the homestay families, and free time will give students opportunities to practice language skills and experience different aspects of overseas university life. The class will meet three times before and twice after the overseas program. The teachers will supervise students' work during the program, and assess their overall performance at the end. <Objectives> Students who successfully complete this program will: * be able to communicate successfully with native English speakers * be able to function effectively in a U.S. university setting * have a basic understanding of U.S. business language and culture * have familiarity with U.S. culture and daily life		
2. Course Content The IBP program consists of three parts as follows: Part 1: Three class sessions for group building, defining the themes for student journal reflections and other preparations. (i) Introductions and keys to successful study abroad; (ii) Journal writing and themes for reflection; letters to host families (iii) Final preparations and pointers for life overseas Part 2: Four weeks of overseas study including subjects such as Business English; Intercultural Communication and English Conversation and Writing. Also includes homestay, company visits and other activities. (Details in program syllabus.) Part 3: (i) Reporting back and preparation for final presentations. (ii) Final presentations and program feedback		
3. Further Information <Registration Requirements> Students participating in the IBP Course must have a strong desire to improve their English abilities. They must also have a TOEIC score of 400 or more or equivalent. A total of 20 students can participate in the SJSU IBP B program (40 for IBP B altogether). In addition to course work, students will keep a journal (in English) in which to note their experiences and reflections throughout the IBP process. The journals will be used in preparing the final presentations. <Course Preparations> Regular journal writing Preparation of program evaluation report Preparation of final presentation Other tasks specified by the host institution		
4. Textbook(s) Materials will be provided during class		
5. Reference Book(s) None		
6. Assessment The grade will be determined by attendance and participation in the class sessions before the overseas study (10%); by the assessment done in the overseas program (70%); and by the final presentation and journal (20%).		
7. Others		

International Business Program A		NOYES Matthew Hall
Credits: 2	First (Spring) Semester	Grade: 1·2·3·4
<p>1. Course Outline & Objectives <Outline> This course aims to provide an opportunity for students to learn English and experience overseas college life through a short-term (4-week) language/business program at Portland State University. Students will study English intensively in customized English language courses and through interaction with other students and their homestay families. Visits to companies, cultural and outdoor activities, time with the homestay families, and free time will give students opportunities to practice language skills and experience different aspects of overseas university life. The class will meet three times before and twice after the overseas program. The teachers will supervise students' work during the program, and assess their overall performance at the end. <Objectives> Students who successfully complete this program will: be able to communicate successfully with native English speakers be able to function effectively in a U.S. university setting have a basic understanding of U.S. business language and culture have familiarity with U.S. culture and daily life.</p>		
<p>2. Course Content The IBP program consists of three parts as follows: Part 1: Three class sessions for group building, defining the themes for student journal reflections and other preparations. (i) Introductions and keys to successful study abroad; (ii) Journal writing and themes for reflection; letters to host families (iii) Final preparations and pointers for life overseas Part 2: Four weeks of overseas study including subjects such as Business English; Intercultural Communication and English Conversation and Writing. Also includes homestay, company visits and other activities. (Details in program syllabus.) Part 3: (i) Reporting back and preparation for final presentations. (ii) Final presentations and program feedback</p>		
<p>3. Further Information <Registration Requirements> Students participating in the IBP Course must have a strong desire to improve their English abilities. They must also have a TOEIC score of 400 or more equivalent. A total of 20 students can participate in the PSU IBP A program (40 for IBP A altogether) In addition to course work, students will keep a journal (in English) in which to note their experiences and reflections throughout the IBP process. The journals will be used in preparing the final presentations. <Course Preparations> Regular journal writing Preparation of program evaluation report Preparation of final presentation Other tasks specified by the host institution</p>		
<p>4. Textbook(s) Materials will be provided during class. Course website.</p>		
<p>5. Reference Book(s) None</p>		
<p>6. Assessment The grade will be determined by attendance and participation in the class sessions before the overseas study (10%); by the assessment done in the overseas program (70%); and by the final presentation and journal (20%).</p>		
<p>7. Others</p>		

International Business Program B		NOYES Matthew Hall
Credits: 2	Second (Fall) Semester	Grade: 1·2·3·4
<p>1. Course Outline & Objectives <Outline> This course aims to provide an opportunity for students to learn English and experience overseas college life through a short-term (4-week) language/business programs at Portland State University. Students will study English intensively in customized English language courses and through interaction with other students and their homestay families. Visits to companies, cultural and outdoor activities, time with the homestay families, and free time will give students opportunities to practice language skills and experience different aspects of overseas university life. The class will meet three times before and twice after the overseas program. The teachers will supervise students' work during the program, and assess their overall performance at the end. <Objectives> Students who successfully complete this program will: — be able to communicate successfully with native English speakers — be able to function effectively in a U.S. university setting — have a basic understanding of U.S. business language and culture — have familiarity with U.S. culture and daily life</p>		
<p>2. Course Content The IBP program consists of three parts as follows: Part 1: Three class sessions for group building, defining the themes for student journal reflections and other preparations. (i) Introductions and keys to successful study abroad; (ii) Journal writing and themes for reflection; letters to host families (iii) Final preparations and pointers for life overseas Part 2: Four weeks of overseas study including subjects such as Business English; Intercultural Communication and English Conversation and Writing. Also includes homestay, company visits and other activities. (Details in program syllabus.) Part 3: (i) Reporting back and preparation for final presentations. (ii) Final presentations and program feedback</p>		
<p>3. Further Information <Registration Requirements> Students participating in the IBP Course must have a strong desire to improve their English abilities. They must also have a TOEIC score of 400 or more or equivalent. A total of 20 students can participate in the PSU IBP B program (40 for IBP B altogether). In addition to course work, students will keep a journal (in English) in which to note their experiences and reflections throughout the IBP process. The journals will be used in preparing the final presentations. <Course Preparations> Regular journal writing Preparation of program evaluation report Preparation of final presentation Other tasks specified by the host institution</p>		
<p>4. Textbook(s) Materials provided during class, course website.</p>		
<p>5. Reference Book(s) None</p>		
<p>6. Assessment The grade will be determined by attendance and participation in the class sessions before the overseas study (10%); by the assessment done in the overseas program (70%); and by the final presentation and journal (20%).</p>		
<p>7. Others</p>		

Innovation Strategy in Japan A		SHIBATA Takashi
Credits: 2	First(Spring) Semester	Grade: 3·4
<p>1. Course Outline & Objectives <Outline> Japanese corporations maintain high Technology standard, yet it does not lead to good business result in most of the fields, except limited field such as auto industry. What makes to lead such results? This course try to find out the cause and counter-plan to restore Japanese industry competitiveness. Toward that purpose, we would like to study MOT for it basic notion and Related issue with management and marketing strategies. <Objectives> Study basic IS-MOT theory</p>		
<p>2. Course Content</p> <p>I Basic concept</p> <ol style="list-style-type: none"> 1. What is innovation?–Technical Innovation and Business Innovation 2. MOT-From the innovation to new business creation 3. Management Strategy, MOT, Market Strategy, Global Management 4. R & D, Production, and Marketing Activity 5. National Innovation System, Porter's "Strategic Advantage of The Nation" <p>II Definition of innovation</p> <ol style="list-style-type: none"> 6. Shumpeter Innovation theory Kondratiev cycle Kind of definition 7. Abernathy-Utterback innovation theory-Dominant design 8. Christensen innovation theory 9. Linear & Concurrent development 10. S-curve, PPM PLC <p>III Industrial case study 1-Automobile industry</p> <ol style="list-style-type: none"> 11. History of Automobile industry-Ford model, GM model, Japanese market 12. Toyota production system 13. Globalization of Toyota production system 14. Organizational innovation and quality control 15. Guide to ISJC-2 Business model, Platform, Architecture, Road map 		
<p>3. Further Information <Registration Requirements> Entry time limit 15 minutes after opening lecture</p>		
<p>4. Textbook(s) Hand out data is delivered from the following web site. http://www.geocities.jp/tku_mbags/</p>		
<p>5. Reference Book(s) Robert A. Burgelman and others "Strategic Management of Technology and Innovation (4th Edition)"</p>		
<p>6. Assessment English report 50% Participation + attendance 50%</p>		
<p>7. Others All the lessons are in English.</p>		

Innovation Strategy in Japan B		SHIBATA Takashi
Credits: 2	Second(Fall) Semester	Grade: 3·4
<p>1. Course Outline & Objectives <Outline> Japanese corporations maintain high Technology standard, yet it does not lead to good business result in most of the fields, except limited field such as auto industry. What makes to lead such results? This course tries to find out the cause and counter-plan to restore Japanese industry competitiveness. Toward that purpose, we would like to study MOT for it basic theory and related issue with management and marketing strategies to avoid Galapagos Particularly, ISJB at first review basic MOT theory, proceed to different case study of Actual industries. Finally wrap up corporate strategy in technology. <Objectives> To think MOT theory applying in actual business</p>		
<p>2. Course Content</p> <p>I Review & Basic concept & issue</p> <ol style="list-style-type: none"> 1. Condorachif cycle (juguler, kichen) & Shumpeter innovation 2. Re-visiting MOT basic theory Road Map Innovation strategy linear & con-current Product development <p>II Industrial Case Study 2-Electronic Industry</p> <ol style="list-style-type: none"> 3. History of semiconductor industry-Transistor, IC, LSI 4. Silicon Cycle and business model-Toshiba, Hitachi, Samsung 5. Application of semiconductor-electronic calculator, LCD-Sharp, Casio 6. Organizational Innovation-Sharp "Kinkyu Project" 7. Home Video-Defacto-standardazaion of VHS system, JVC 8. Innovation of digital audio (1)-Compact disc-Sony 9. Innovation of digital audio (2)-Compact disc-Sony 10. Video Game (1)-Atari and Nintendo 11. Video Game (2)-Sony Computer Entertainment <p>III Case study industry by industry</p> <ol style="list-style-type: none"> 12. Precision mechanical industry-Quartz watch, Seiko 13. Precision optical industry-Laser printer, Canon 14. Railway Industry-Shinkansen and world high speed trains 15. Complex system-Car navigation system 16. Summary and Future forecast 		
<p>3. Further Information <Registration Requirements> Entry time limit 15 minutes after opening lecture</p>		
<p>4. Textbook(s) Hand out data is delivered from the following web site. http://www.geocities.jp/tku_mbags/</p>		
<p>5. Reference Book(s) Robert A. Burgelman and others "Strategic Management of Technology and Innovation (4th Edition)"</p>		
<p>6. Assessment English report 50% Participation + attendance 50%</p>		
<p>7. Others All the lessons are in English.</p>		

Strategic Marketing A		SATO Yoshinobu
Credits: 2	First(Spring) Semester	Grade: 3・4
<p>1. Course Outline & Objectives <Outline> Strategic Marketing provide us the “Marketing oriented business” is most important element to survive globally under cut throat competition This course tries to find issues and solution as management and marketing strategies through observing the electronics industry. All lectures will be based on actual business. <Objectives> The contents of this class will help the students to work globally in future. This class refers to strategic marketing itself.</p>		
<p>2. Course Content Basic Concept of “Marketing oriented business” No. 01 Marketing oriented Business, Why necessary? I What is marketing ? No. 02 Marketing strategy and management strategy No. 03 Management of Technology (innovation strategy and marketing strategy) No. 04 International management and marketing strategy II Management, Marketing theory and concept No. 05 Porter, five force and generic theory No. 06 Kotler, 4Ps No. 07 Kim, blue ocean No. 08 Christensen architecture theory III Case study No. 09 4Ps in electronics industry No. 10 Product history of Panasonic No. 11 Channel of Panasonic global strategy No. 12 Emerging markets No. 13 US market No. 14 Samusug IV Closing remarks No. 15 Summary of final exam</p>		
<p>3. Further Information <Registration Requirements> Entry time limit 15 minutes after opening lecture</p>		
<p>4. Textbook(s) Hand out data is delivered for reference</p>		
<p>5. Reference Book(s) PHP 「The Heart of Management by Konosuke Matsushita」ダイヤモンド社英和对訳「ドラッカー名言集」</p>		
<p>6. Assessment English report 50% Participation + attendance 50%</p>		
<p>7. Others This course is provided in English</p>		

Strategic Marketing B		SATO Yoshinobu
Credits: 2	Second(Fall) Semester	Grade: 3・4
<p>1. Course Outline & Objectives <Outline> Strategic Marketing provide us to understand some crucial aspects of Strategic Marketing in global arena. “Marketing oriented business is most important element to survive globally understand under cut throat competition. This course tries to find issues and solution as management and marketing strategies through observing the electronic industry. All lectures will be based on actual business. <Objectives> The contents of this class will help the students to work globally in future. This class refers to relation bet ween marketing and others.</p>		
<p>2. Course Content Basic Concept No. 01 Marketing is not only for Sales Why? I What is management based on marketing? No. 02 From R&D to Customer, manufacture business No. 03 MOT standardization VHS, DVD No. 04 Organization and Function No. 05 Business Plan, Management cycle No. 06 Exposure for Stakeholder as marketing II Case study of Japan electric manufactureres No. 07 Domestic marketing No. 08 Export marketing No. 09 Multi domestic marketing III Case study of Panasonic Global marketing No. 10 Destruction and Creation No. 11 One Brand management No. 12 Strategy of M&A No. 13 B to C, and B to B aiming to make difference from Samsung No. 14 Emerging markets #2 IV Closing remarks No. 15 Summary and final exam.</p>		
<p>3. Further Information <Registration Requirements> Entry time limit 15 minutes after opening lecture</p>		
<p>4. Textbook(s) Hand out data is delivered for reference</p>		
<p>5. Reference Book(s) PHP 「The Heart of Management by Konosuke Matsushita」ダイヤモンド社英和对訳「ドラッカー名言集」</p>		
<p>6. Assessment English report 50% Participation + attendance 50%</p>		
<p>7. Others This course is provided in English.</p>		

International Management A		SUMI Atsushi
Credits: 2	First (Spring) Semester	Grade: 3 · 4
1. Course Outline & Objectives <Outline> Globalization of nation's socio-economy influences corporations in a variety of ways, and one of its salient characteristics could be seen in increasing cross border trade and foreign direct investment. This is most evident in the recent shift in the strategic goals of many corporations; the change from the export-oriented, multi-domestic strategy where corporations focus on internationalizing only selected divisions to the more global strategy where corporations actively aim at building profit centers worldwide. Global competition has increased its complexity as well. The emerging newly industrialized nations as represented by the BRICs, and the increasing emphasis on regionalization and regional economic alliances have necessitated corporations to change their managerial practices to cope with the turbulent global environments. Under these changes in today's international political economy, Japanese corporations are compelled to develop the international human resources who are able to actively cope with urgent global challenges. Foreign affiliated companies in Japan, in contract, are known to be more successful in the localization of their management practices. <Objectives> The course aims at addressing these rising challenges and issues in the international management and understanding them from wider perspectives. The class lectures will consist of English lectures (90%) and supplementary explanations of the main concepts in Japanese (10%).		
2. Course Content 1. Course Introduction 2-3. An Introduction to International Management (Chapter 1) 4-5. The Global Macroeconomic Environment (Chapter 2) 6-7. The Political and Legal Environments (Chapter 3) 8. Midterm Exam (90 minutes in class) 9-10. The Cultural Environment (Chapter 4) 11-12. Strategies for International Competition (Chapter 5) 13-14. Analyzing and Managing Foreign Modes of Entry (Chapter 6)		
3. Further Information <Registration Requirements> Regular attendance is required due to English language-based lectures and exams. <Course Preparations> Preparation for the lecture materials in ahead of the class is required.		
4. Textbook(s) <i>International Management</i> , 2nd edition (2009) by Phatak, Bhagat, and Kashlak, McGraw-Hill Higher Education. Available at the Sanseido Bookstore at Meiji Surugadai Campus.		
5. Reference Book(s) <i>Multinationals and Global Capitalism from the Nineteenth to the Twenty First Century</i> , by Geoffrey Jones, Oxford University Press (2005).		
6. Assessment Course Evaluation will be based on the following criteria: (1) Midterm Exam (40 points) 90 minutes In-class Test. Testing Style: IDs and Short Answer. In English. Open-book style. Electronic dictionary is allowed during the test. (2) Report (English report: A4 3-5 pages, 1200-2000 words: 50 points) (3) Attendance (10 points)		
7. Others Students are encouraged to ask questions and to communicate with the instructor via email when necessary. The instructor's email address is <sumi@kisc.meiji.ac.jp>.		

International Management B		SUMI Atsushi
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
1. Course Outline & Objectives <Outline> Globalization of nation's socio-economy influences corporations in a variety of ways, and one of its salient characteristics could be seen in increasing cross border trade and foreign direct investment. This is most evident in the recent shift in the strategic goals of many corporations; the change from the export-oriented, multi-domestic strategy where corporations focus on internationalizing only selected divisions to the more global strategy where corporations actively aim at building profit centers worldwide. Global competition has increased its complexity as well. The emerging newly industrialized nations as represented by the BRICs, and the increasing emphasis on regionalization and regional economic alliances have necessitated corporations to change their managerial practices to cope with the turbulent global environments. Under these changes in today's international political economy, Japanese corporations are compelled to develop the international human resources who are able to actively cope with urgent global challenges. Foreign affiliated companies in Japan, in contract, are known to be more successful in the localization of their management practices. <Objectives> The course aims at addressing these rising challenges and issues in the international management and understanding them from wider perspectives. The class lectures will consist of English lectures (90%) and supplementary explanations of the main concepts in Japanese (10%).		
2. Course Content 1-2. Organizing and Controlling International Operations (Chapter 7) 3-4. Managing Technology and Knowledge (Chapter 8) 5-6. Communicating across Borders and Cultures (Chapter 9) 7. Midterm Exam (90 minutes in class) 8-9. Negotiation and Decision Making across Borders and Cultures (Chapter 10) 10-11. Motivating and Leading across Borders and Cultures (Chapter 11) 12-14. International Human Resources Management (Chapter 12)		
3. Further Information <Registration Requirements> Regular attendance is required due to English language-based lectures and exams. <Course Preparations> Preparation for the lecture materials in ahead of the class is required.		
4. Textbook(s) <i>International Management</i> , 2nd edition (2009) by Phatak, Bhagat, and Kashlak, McGraw-Hill Higher Education. Available at the Sanseido Bookstore at Meiji Surugadai Campus.		
5. Reference Book(s) <i>Multinationals and Global Capitalism from the Nineteenth to the Twenty First Century</i> , by Geoffrey Jones, Oxford University Press (2005).		
6. Assessment Course Evaluation will be based on the following criteria: (1) Midterm Exam (40 points) 90 minutes In-class Test. Testing Style: IDs and Short Answer. In English. Open-book style. Electronic dictionary is allowed during the test. (2) Report (English report: A4 3-5 pages, 1200-2000 words: 50 points) (3) Attendance (10 points)		
7. Others Students are encouraged to ask questions and to communicate with the instructor via email when necessary. The instructor's email address is <sumi@kisc.meiji.ac.jp>.		

Strategic Analysis of Japanese Companies A		SHIBATA Takashi
Credits: 2	First (Spring) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> Strategic analysis provide us the characteristics of Japanese SWOT (Strength, Weakness, Opportunity and Threat.) analysis and other tools have its different characteristics suggest management to analyze and re-construct for future corporate strategy. Strategic Analysis covers not only production process management such as Just-In-Time and kaizen method, but also marketing and product development strategy. Toward that purpose, this lecture provides tools and means to strategic analysis. <Objectives> Achieving to understand basic tools of strategic analysis and report making with single tool of analysis		
2. Course Content I The tools of strategic analysis 1 What is Strategy? What is Strategic Analysis? 2 Tools of Analysis (1) (SWOT, Growth Vector, Market Position) 3 Tools of Analysis (2) (Porter's 5 Forces, 3 generic strategy, Strategic group) 4 Tools of Analysis (3) (PPM, PLC, VRIO, etc.) II Industrial case study 1-Hamburger restaurant chain 5 History of hamburger restaurant chain business 6 Market positions of major players-McDonald's, MOS food, Lotteria, etc. 7 Basic strategy based on market position III Industrial case study 2-Convenience store chain 8 History of convenience store chain business 9 Difference of core competence-Seven-Eleven, Lawson, Family Mart 10 VRIO analysis IV Industrial case study 3-Bank and financial service 11 History of bank and financial service in Japan 12 M&A activity of bank industry 13 Strategic group of bank V Strategic Management Theory 14 Corporate Strategy and Business Unit Divisional Strategy 15 Wrap up		
3. Further Information <Registration Requirements> Entry time limit 15 minutes after opening lecture		
4. Textbook (s) Hand out data is delivered from the following web site. http://www.geocities.jp/tku_mbags/		
5. Reference Book (s) Will be announced in the class		
6. Assessment English report 50% Participation + attendance 50%		
7. Others All the lessons are English.		

Strategic Analysis of Japanese Companies B		SHIBATA Takashi
Credits: 2	Second (Fall) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> Strategic analysis provide us the characteristics of Japanese SWOT (Strength, Weakness, Opportunity and Threat.) analysis and other tools have its different characteristics suggest management to analyze and re-construct for future corporate strategy. Strategic Analysis covers not only production process management such as Just-In-Time and kaizen method, but also marketing and product development strategy. Toward that purpose, this lecture provides tools and means to strategic analysis. <Objectives> Achieving to understand basic tools of strategic analysis and report making with single tool of analysis		
2. Course Content I Review & Basic concept of strategic analysis 1 Introduction and Strategic configuration 2 Tools of Analysis (1) (SWOT, Growth Vector, Market Position, 5 Forces, 3 generic strategy, Strategic group) 3 Tools of Analysis (2) (PPM, PLC, VRIO, etc) 4 Corporate Strategy and diversification II Industrial case study 1-Diversification of the Japanese firms 5 Why does the company have the desire of diversification 6 Rumelt's 3ratio of diversification analysis 7 Diversification of the Japanese firms III Industrial case study 2-Product Portfolio Management 8 Theory of Product Portfolio Management 9 Company growth and PPM-Diversification of Canon IV Industrial case study 3-Globalization 10 Global economic change in 1970's and 1980's and globalization 11 4 stages of globalization-Panasonic 12 Joint venture and technology transfer-Toyota (a miracle of NUMMI) 13 Multinational strategy of the Japanese food business-Nisshin Foods 14 Global strategy of the Japanese food business-Kikkoman 15 Summery and Wrap Up		
3. Further Information <Registration Requirements> Entry time limit 15 minutes after opening lecture		
4. Textbook (s) Hand out data is delivered from the following web site. http://www.geocities.jp/tku_mbags/		
5. Reference Book (s) Will be announced in the class		
6. Assessment English report 50% Attendance and participation minimum 50%		
7. Others All the lessons are English.		

Comparative Business Management A		IGUCHI Chie
Credits: 2	First (Spring) Semester	Grade: 3 · 4
1. Course Outline & Objectives <Outline> This course introduces the concept and theory in the field of strategic management and related international business theory to help students understand the theoretical foundations of strategic management, its processes, tools and implementation within corporations. Within the framework given above, we are going to compare different characteristics which can be observed and different case studies by Multinational Enterprises from various home countries. We are going to use cases of MNEs from Japan, South Korea, Taiwan and their behaviors in Thailand, Malaysia, Singapore and China. We are also going to look at American and European companies' behavior in host Asian countries, such as Japan, Thailand and Malaysia.		
2. Course Content Lecture 1: Introduction Lecture 2: Theory of Foreign Direct Investment (FDI) and Multinational Enterprises (MNEs) Lecture 3: The Societal Environment and Economic Development Lecture 4: National Cultures and Management Lecture 5: Awareness of Competitive Advantages of MNEs Lecture 6: Strategic Management Process of MNEs Lecture 7: MNEs with Low-cost provider strategies Lecture 8: MNEs with Differentiation Strategies Lecture 9: Resource Based View of MNEs Lecture 10: Five Forces Lecture 11: Value Chain Lecture 12: Strategies for Competing in Global Markets (1) Lecture 13: Strategies for Competing in Global Markets (2) Lecture 14: Strategies for Competing in Global Markets (3)		
3. Further Information <Registration Requirements> All students are welcome but you are advised to have at least TOEIC 500 to take this course. In every class, you are going to discuss issues and topics given in the class in English.		
4. Textbook (s) Carla I. Koen, Comparative International Management, McGraw-Hill, 2005.		
5. Reference Book (s) Detailed reading list will be given in the first class.		
6. Assessment Final grading system will be decided in the first class based on the number of students. Here is a tentative grading system. Participation: 5% Case study Analysis or Presentation: 30% Mid-term exam: 25% Final exam: 40%		
7. Others		

Comparative Business Management B		IGUCHI Chie
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
1. Course Outline & Objectives <Outline> This course examines innovation strategies and management that enhance innovative capabilities of companies. We are going to examine how Multinational Enterprises (MNEs) are coping with competitors in the global market, using innovation strategies. It also covers knowledge creation management, which has become critical in the 21st century to secure dynamic organizational capabilities, and national innovation systems of a country. Within the framework given above, we are going to compare different characteristics which can be observed and different case studies by Multinational Enterprises from various home countries. We are going to use cases of MNEs from various countries and examine their innovative behavior in the global market.		
2. Course Content Lecture 1: Introduction Lecture 2: Theory of Foreign Direct Investment (FDI) and Multinational Enterprises (MNEs) Lecture 3: Strategic Management Process of MNEs Lecture 4: Innovation Strategies Lecture 5: Managing Resources: Production Management (1) Lecture 6: Managing Resources: Production Management (2) Lecture 7: Managing Resources: National Innovation Systems (1) Lecture 8: Managing Resources: National Innovation Systems (2) Lecture 9: Intellectual Property Rights Lecture 10: Global R&D (Research and Development) (1) Lecture 11: Global R&D (Research and Development) (2) Lecture 12: Global R&D (Research and Development) (3) Lecture 13: Knowledge Management Process (1) Lecture 14: Knowledge Management Process (2)		
3. Further Information <Registration Requirements> All students are welcome but you are advised to have at least TOEIC 500 to take this course. In every class, you are going to discuss issues and topics given in the class in English.		
4. Textbook (s) Tid, J., J. Bessant, and K. Pavitt (1997), Managing Innovation, Wiley. Kim, L and Nelson, R.R. (2000), Technology, Learning, and Innovation: Experiences of Newly Industrializing Economies, Cambridge University Press		
5. Reference Book (s) Carla I. Koen, Comparative International Management, McGraw-Hill, 2005. Nelson, R. (1993), National Innovation Systems, Oxford University Press Lundvall, B, P. Intarakumnerd, J. Vang (2006), Asia's Innovation Systems in Transition, Edward Elgar Publishing Detailed reading list will be given in the first class.		
6. Assessment Final grading system will be decided in the first class based on the number of students. Here is a tentative grading system. Participation: 5% Case study Analysis or Presentation: 30% Mid-term exam: 25% Final exam: 40%		
7. Others		

Comparative Management (America) A		YOKO Shinji
Credits: 2	First (Spring) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> With evolution of the Internet and globalization of the economy, the world market is becoming to be only one, where still exists differences of the language, culture, business practice and law. The American business model has been forced to be a Global one. This course aims to provide to the students how to manage the global business, bridging the gap of time and distance. The course will introduce the practical business cases and share the thoughts with students about the method of solutions of each case. Students are expected to put themselves in the cases and discuss with groups with their own ideas, then to make the presentation in front of other students. Goal is to foster the capability of students to manage the global business with the knowledge of basic theory of the management. <Objectives> (1) To understand and become capable to utilize the basic model of management concept to interface differences of the Area, Company and Market Field. (2) To understand and become capable to manage the various solution of practical business cases of the different Area, Company and Market Field. (3) To touch and digest one of the best fit business model for Global Market, "Multi-dimensional Matrix Management System" (MMM System) developed and successfully utilized by TDK Corporation.		
2. Course Content Following 6 part (subject) will be presented partially in the 1st and 2nd half of the semester. PART 1 Introduction to Management PART 2 Strategic Business Model PART 3 Characteristics of Management by Area PART 4 Characteristics of Management by Market Field PART 5 Cross Cultural Management PART 6 Multi-dimensional Matrix Management System (MMM System) 1. Management of Global Market (PART 1) 2. Objective Management (PART 2) 3. Designing Organization-1 (PART 2) 4. Case of EU Unification (PART 3) 5. Risk Propensity, Workshop (PART 5) 6. Introduction of Cross Cultural Model-1 (PART 5) 7. Ubiquitous Network Society (PART 2) 8. Case of Market Field (PART 4) 9. Case of Market Field (PART 4) 10. Supply Chain Management-1 (PART 2) 11. Supply Chain Management-2 (PART 2) 12. Decision Making Style, Workshop (PART 5) 13. MMM System (PART 6) 14. MMM System (PART 6)		
3. Further Information <Registration Requirements> To participate to the class is most important. Whole classes will be simulated to the real business environment and all students are requested to behave as if they were at the business meeting. Updated Business Topics like China issue will be discussed at the class, inviting the related foreign business peoples or business persons who are actually in that business taking the advantage of lecturer who is still engaged in practical global business. <Course Preparations> Read the cases for the discussion which will be in the Oh-o Meiji Web site. Cases will be by groups and students have to make the close contact to communicate their members of the group in order to finalize their cases. Communication skill and leadership in the group is also trained through the class.		
4. Textbook (s) Necessary teaching materials will be attached at material column (資料) of Oh-o Meiji Intranet. Students are requested to down load the material and read before the class.		
5. Reference Book (s) 1. "The Balanced Scorecard" by Robert S. Kaplan, David P. Norton published by Harvard Business School Press 2. "Theory of Strategic Management with cases" 9th edition by Jones Hill, published by South-Western Cengage Learning This book is used for the case discussion only		
6. Assessment Test (40/100), Class participation & Manner (40/100), Attendance (20/100) This class is to simulate the real business environment and the behavior and business manner are also evaluated as class participation & manner (40/100)		
7. Others Lecture will be in English but for the students who can not understand well enough will be explained in Japanese too, for the key points for better understandings but it depends on the subject. Theory part will be 1/4 and practical case will be 3/4.		

Comparative Management (America) B		YOKO Shinji
Credits: 2	Second (Fall) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> With evolution of the Internet and globalization of the economy, the world market is becoming to be only one, where still exists differences of the language, culture, business practice and law. The American business model has been forced to be a Global one. This course aims to provide to the students how to manage the global business, bridging the gap of time and distance. The course will introduce the practical business cases and share the thoughts with students about the method of solutions of each case. Students are expected to put themselves in the cases and discuss with groups with their own ideas, then to make the presentation in front of other students. Goal is to foster the capability of students to manage the global business with the knowledge of basic theory of the management. <Objectives> (1) To understand and become capable to utilize the basic model of management concept to interface differences of the Area, Company and Market Field. (2) To understand and become capable to manage the various solution of practical business cases of the different Area, Company and Market Field. (3) To touch and digest one of the best fit business model for Global Market, "Multi-dimensional Matrix Management System" (MMM System) developed and successfully utilized by TDK Corporation.		
2. Course Content Following 6 part (subject) will be presented partially in the 1st and 2nd half of the semester. PART 1 Introduction to Management PART 2 Strategic Business Model PART 3 Characteristics of Management by Area PART 4 Characteristics of Management by Market Field PART 5 Cross Cultural Management PART 6 Multi-dimensional Matrix Management System (MMM System) 1. Evolution of Management Thinking (PART 1) 2. Designing Organization-2 (PART 2) 3. Case of Area (PART 3) 4. Case of Area (PART 3) 5. Case of Market Field (PART 4) 6. Case of Market Field (PART 4) 7. Role Clarity, Workshop (PART 5) 8. Introduction of Cross Cultural Model-2 (PART 5) 9. Environmental Management (PART 2) 10. Case of Area (PART 3) 11. Case of Area (PART 3) 12. Case of Area (PART 3) 13. Value of Time, Workshop (PART 5) 14. MMM System (PART 6)		
3. Further Information <Registration Requirements> To participate to the class is most important. Whole classes will be simulated to the real business environment and all students are requested to behave as if they were at the business meeting. Updated Business Topics like China issue will be discussed at the class, inviting the related foreign business peoples or business persons who are actually in that business taking the advantage of lecturer who is still engaged in practical global business. <Course Preparations> Read the cases for the discussion which will be in the Oh-o Meiji Web site. Cases will be by groups and students have to make the close contact to communicate their members of the group in order to finalize their cases. Communication skill and leadership in the group is also trained through the class.		
4. Textbook (s) Necessary teaching materials will be attached at material column (資料) of Oh-o Meiji Intranet. Students are requested to down load the material and read before the class.		
5. Reference Book (s) 1. "The Balanced Scorecard" by Robert S. Kaplan, David P. Norton published by Harvard Business School Press 2. "Theory of Strategic Management with cases" 9th edition by Jones Hill, published by South-Western Cengage Learning This book is used for the case discussion only		
6. Assessment Test (40/100), Class participation & Manner (40/100), Attendance (20/100) Note; This class is to simulate the real business environment and the behavior and business manner are also evaluated as class participation & manner (40/100)		
7. Others Lecture will be in English but for the students who can not understand well enough will be explained in Japanese too, for the key points for better understandings but it depends on the subject. Theory part will be 1/4 and practical case will be 3/4.		

Transcultural Management A		YOKO Shinji
Credits: 2	First (Spring) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> Our business environment has been forced to be globalized where we have to manage over the cultural diversity together with bridging the gap of time and distance. The course will try as much time as possible to debate the cases and present the solution in front of other students to foster the capability of communication with foreign peoples over their cultural differences. <Objectives> (1) To understand the differences of the culture and the business practice in each country, theoretically and practically. (2) To gain the ability to understand and express correctly the characteristics of Japanese culture and business practice compared with the one of other countries referring to the book of "Bushido" by Inazo Nitobe and Edo Genroku Culture by Tsunezo Tokugawa (18th generation of Shogun Tokugawa) (3) Management capability in the cultural diversity in our actual life and business.		
2. Course Content Following 4 part (subject) will be presented partially in the 1st and 2nd half of the semester. PART 1 Introduction of the nature of Global Business PART 2 Theoretical Model of Trans-cultural Management PART 3 Trans-cultural Management Workshop (Discussion and presentation) PART 4 Global Business Management over the Cultural Diversity 1. Business Environment of Global Market (PART 1) 2. Risk propensity (PART 3) 3. Kichiro Hayashi Model & Trompenaars Model (PART 2) 4. Decision-making style (PART 3) 5. Verbal vs. Non-verbal communication (PART 3) 6. "Bushido, the soul of Japan" Inazo Nitobe (1)(PART 2) 7. Role clarity (PART 3) 8. Power structure (PART 3) 9. Communication and conflict resolution (PART 3) 10. Task vs. Relationship orientation (PART 3) 11. Attitude toward change (PART 3) 12. Business relationship time frame (PART 3) 13. Individual/Group relationship (PART 3) 14. Case introduction & review (PART 4)		
3. Further Information <Registration Requirements> To attend the class is most important. Very practical and realistic demonstration between the group as an exercise of Trans-cultural Management. Students will face the real negotiation, assuming the situation of different nationality. This course also aim to train the students to be capable to interface with the managers when they enter the companies. Lecturer will explain from his real business experience and often inviting the peoples from real business field from all over the world. Class is fully interactive with students and among students. <Course Preparations> Read the cases for the discussion which are in the Oh-o! Meiji Web. Also check the historical/cultural events through the Internet before the class		
4. Textbook (s) To be attached to the material column (資料) of Oh-o! Meiji. Students are requested to down load the text materials before the class.		
5. Reference Book (s) "Bushido" by Inazo Nitobe "Culture and Organizations, -software of mind-" by Hofsted, published by McGraw-hill International "異文化インターフェイス経営, Management of Cross-cultural Interface" by Kichiro Hayashi published by Nikkei "Riding the Waves of Culture" by Fons Trompenaars, McGraw-Hill "Beyond Culture" by Edward T. Hall, Anchor Books		
6. Assessment Presentation (30%), Test (30%), Participation and manner in class (20%), attendance (20%)		
7. Others All lectures will be done in English. At the Trans-cultural negotiation, students whose English skill might not be enough are also very much welcomed to express themselves even with using a body language. This class is aimed to simulate the practical business environment and lecturer would guide the students how to behave in the real business environment from his long time Global business experience.		

Transcultural Management B		YOKO Shinji
Credits: 2	Second (Fall) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> Our business environment has been forced to be globalized where we have to manage over the cultural diversity together with bridging the gap of time and distance. The course will try as much time as possible to debate the cases and present the solution in front of other students to foster the capability of communication with foreign peoples over their cultural differences. <Objectives> (1) To understand the differences of the culture and the business practice in each country, theoretically and practically. (2) To gain the ability to understand and express correctly the characteristics of Japanese culture and business practice compared with the one of other countries referring to the book of "Bushido" by Inazo Nitobe and Edo Genroku Culture by Tsunezo Tokugawa (18th generation of Shogun Tokugawa) (3) Management capability in the cultural diversity in our actual life and business.		
2. Course Content Following 4 part (subject) will be presented partially in the 1st and 2nd half of the semester. PART 1 Introduction of the nature of Global Business PART 2 Theoretical Model of Transcultural Management PART 3 Transcultural Management Workshop (Discussion and presentation) PART 4 Global Business Management over the Cultural Diversity 1. Understanding the Diversity in Global Business (PART 1) 2. Conversation pace and use of silence (PART 3) 3. Value of time (PART 3) 4. Hall Model & Hofstede Model (PART 2) 5. "Edo Genroku Culture" by Tsunerari Tokugawa (PART 2) 6. Process vs. Results orientation (PART 3) 7. Emotional expressiveness (PART 3) 8. Formality (PART 3) 9. Work/Life balance (PART 3) 10. Independent action (PART 3) 11. Control over external environment (PART 3) 12. Teaching Style (PART 3) 13. Case introduction & review (PART 4) 14. Case introduction & review (PART 4)		
3. Further Information <Registration Requirements> To attend the class is most important. Very practical and realistic demonstration between the group as an exercise of Trans-cultural Management. Students will face the real negotiation, assuming the situation of different nationality. This course also aim to train the students to be capable to interface with the managers when they enter the companies. Lecturer will explain from his real business experience and often inviting the peoples from real business field from all over the world. Class is fully interactive with students and among students. <Course Preparations> Read the cases for the discussion which are in the Oh-o! Meiji Web. Also check the historical/cultural events through the Internet before the class		
4. Textbook (s) To be attached to the material column (資料) of Oh-o! Meiji. Students are requested to down load the text materials before the class.		
5. Reference Book (s) 1. "Bushido" by Inazo Nitobe 2. "Culture and Organizations-software of mid-" by Hofsted, published by McGraw-hill International 3. "異文化インターフェイス経営, Management of Cross-cultural Interface" published by Nikkei 4. "Riding the Waves of Culture" by Fons Trompenaars, McGraw-Hill 5. "Beyond Culture" by Edward T. Hall, Anchor Books		
6. Assessment Presentation (30%), Test (30%), Participation and manner in class (20%), attendance (20%)		
7. Others All lectures will be done in English. At the Trans-cultural negotiation, students whose English skill might not be enough are also very much welcomed to express themselves even with using a body language. This class is aimed to simulate the practical business environment and lecturer would guide the students how to behave in the business environment from his long time Global business experience.		

Special Lectures on Business Management C 「Reality and Challenges of SME in Japan」		HASEGAWA Eiichi
Credits: 2	First (Spring) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> This lecture would cover, a. the reality of business and owners of small and medium enterprise (SME) so defined in Japan, b. problems for which they are struggling, and c. background of the reality and problems. We would study, d. a consequence of how recent global economic imbroglia has impacted SME, e. expectations over a role of SME for economic growth concluded at fora both domestically and internationally, and f. background of these aspects. Based upon those, we would try how to beef up SME performance. <Objectives> · Increasing knowledge regarding the reality of SME, and problems and expectation they are facing both domestically and internationally · Raising capability of identifying problems and figuring out solutions · Presenting these in English		
2. Course Content 1 st session: Guidance including “Why we communicate in English?” and students’ presenting their interests in SME 2 nd session: Definition and its implication of SME in Japan, and their counterparts of other countries 3 rd and 4 th sessions: Problems SME are struggling (e.g. finance, sales network, human resource and successor and etc.) 5 th session: Imbroglia SME has encountered prior and posterior to the Lehman Brother’s bankruptcy 6 th session: Dialogue with some SME entrepreneurs 7 th session: Failure of SME business and its resuscitation 8 th session: Starting up business (reality and significance) 9 th session: SME supporting organizations (including visiting them) 10 th session: SME’s social economic significance and what SME inspires society and economy 11 th session: How to beef up SME performance 12 th session: The Charter of SME and discussions of its drafting process 13 th session: SME ministers meetings both at OECD and APEC 14 th session: Latest circumstance regarding SME (2010 annual White Paper issued by the Government of Japan (GOJ)) 15 th session: Discussion on “What is SME ?” and wrapping up		
3. Further Information <Registration Requirements> Prior and posterior to each session, students are expected to learn a relevant part of text books and recommended books mentioned below (including printed materials I would prepare up to a theme). When requested reporting, students are recommended to be active. <Course Preparations> Students are recommended to attend an each session, and to raise a question and to reveal their views actively. Because not only thinking training through books but actual communication with SME engaging people (up to a guest conducted in Japanese) would be implemented, it must be an invaluable opportunity to increase knowledge in the reality of SME and to enrich understanding of the Japan’s live economy and society. It would also provide students with a training chance to sort out their own thinking and to persuade other students both in English.		
4. Textbook (s) Yoshiaki SHIKANO “SME of Japan (Nihon no Chusho Kigyo)” (Toyo Keizai) Takehiko YASUDA, Noriyuki TAKAHASHI, Kenji KUTSUNA, Yuji HONJO “Arguments over SME from its Lifecycle (Raifusaikuru kara mita Chusho Kigyo ron)” (Doyukan) These two books are also used as a text book at the second semester.		
5. Reference Book (s) “The Impact of the Global Crisis on SME and Entrepreneurship Financing and Policy Response” (OECD) Yoichi FUNABASHI “Dare I say making English as formal National language (Aete Eigo Kouyougou-ron)” (Bunshun Shinsho) Osamu KAWAMUA “Keep ourselves a half step ahead (Hampo Saki-wo Yuku !)” (Zaikai Kenkyusho) Kenji KUTSUNA and Takehiko YASUDA “Starting-up Firms in Japan (Nihon no Shinki Kaigyō Kigyo)” (Hakuto Shobo) Muneaki KOIDE “SME supporting skill for winning every battle (100 sen 100 sho no Jigyo spohto-jutsu)” (Kindai Sehrusu-sha) David RHODES and Daniel STELTER “Seize Advantage in a Downturn” (Harvard Business Review, February 2009)		
6. Assessment 50 points would be assigned to a regular examination. Another 50 points would be equally divided to reporting I would request with 25 points, and class presentations (up to frequency and their contents) with 25 points respectively. In other words, a regular examination weighs 50% and other two aspects together weighs 50%.		
7. Others While the first semester the reality and actual problems SME are facing would be highlighted, government’s policies and their background and effects and other institutional aspects would be focused during the second semester.		

Special Lectures on Business Management D 「SME related policies of Japan」		HASEGAWA Eiichi
Credits: 2	Second (Fall) Semester	Grade: 3・4
1. Course Outline & Objectives <Outline> This course would focus on SME policies of Japan and touch upon their overview including a. policy institutions of their foundation, b. formulating processes, and c. implementing organizations such as the central government, the government-sponsored organizations, prefectural governments, and private economic organizations. We would observe, as a case study, what policies and measures for SME the Government of Japan (GOJ) introduced when and after the Lehman Brothers bankruptcy took place. This observation would comprise a period until summer of 2009 when Liberal and Democratic Party (LDP) and New Komeito had ruled, and a period after the period when Democratic Party of Japan (DPJ) ruled. We would also analyze remaining problems after the policies and measures were introduced, and prognosis thereafter. <Objectives> · Increasing knowledge of individual policy measures, and what circumstances and elements were taken consideration, who were envisaged as a stakeholder, and what constraints capped when GOJ hammer out the policy measures · Acquiring capability of how to utilize the policy measures and cope with remaining problems · Presenting these in English		
2. Course Content 1 st session: Basic thought of individual policy measures (SME Basic Act, The Charter of SME) and how they were formulated in GOJ and the Diet 2 nd through 6 th sessions: Overviewing major individual SME policy measures and their background. Each session would focus on, at 2 nd session: finance-related measures such as those by government-sponsored agencies and financial guarantee, at 3 rd session: finance-related laws such as the agencies foundation laws, SME financial insurance laws, Act concerning Temporary Measures to Facilitate Financing for SMEs, and Money Lending Business Act, at 4 th session: SME-concerning transaction correcting laws, and SME support for business innovation and beefing up business resources, at 5 th session: at 6 th session: the total picture individual policy measures are formulating, and commonly shared thoughts thereof 7 th Session: Policy implementing organizations (concerned ministries and government-sponsoring agencies, prefectural governments, private economic organizations 8 th session: Visiting SME finance providing organizations and dialogue with their responsible officials 9 th session: Dialogue with SME policy responsible officials of Agency of SME, Ministry of Welfare and Labor, and Tokyo Metropolitan Government 10 th session: Dialogue with a Diet’s member (supposedly from LDP and/or New Komeito) 11 th and 12 th sessions: How GOJ coped with imbroglia after the Lehman Brothers bankruptcy and its consequence 13 th session: Dialogue with a Diet’s member (supposedly from DPJ) 14 th session: SME’s international business development and remaining problems post Lehman Brothers bankruptcy imbroglia 15 th session: Debating about “What SME policy measures are needed?”, and wrapping up		
3. Further Information <Registration Requirements> Prior and posterior to each session, students are expected to learn a relevant part of text books and recommended books mentioned below (including printed materials I would prepare up to a theme). When requested reporting, students are recommended to be active. <Course Preparations> Students are recommended to attend an each session, and to raise a question and to reveal their views actively. By not only thinking training through books but actual communication with people in charge of SME policy planning, formulating and implementing (up to a guest, conducted in Japanese), it must be an invaluable opportunity to increase knowledge in the SME policies and to enrich understanding of their background and impact. It would also provide students with a training chance to sort out their own thinking and to persuade other students both in English.		
4. Textbook (s) Yoshiaki SHIKANO “SME of Japan (Nihon no Chusho-Kigyo)” (Toyo Keizai) Takehiko YASUDA, Noriyuki TAKAHASHI, Kenji KUTSUNA, Yuji HONJO “Argument over SME from its Lifecycle (Raifusaikuru kara mita Chusho-Kigyo ron)” (Doyukan)		
5. Reference Book (s) Ichiro UESUGI and others “Examining Finance for SME (Kensho Chusho-Kigyo Kinyu)” (Nihonkeizai Shinbun-sha) Relating laws and government’s decree and discussion records in the Diet of Japan (prepared as printed materials)		
6. Assessment 50 points would be assigned to a regular examination. Another 50 points would be equally divided to reporting I would request with 25 points, and class presentations (up to frequency and their contents) with 25 points respectively. In other words, a regular examination weighs 50% and other two aspects together weighs 50%.		
7. Others While the first semester the reality and actual problems SME are facing would be highlighted, government’s policies and their background and effects and other institutional aspects would be focused during the second semester.		

Business Presentation A		II Yojiro
Credits: 2	First (Spring) Semester	Grade: 3·4
1. Course Outline & Objectives <Outline> This class aims to equip the student with public speaking skills needed for various business situations and needs. The students will learn how to organize their ideas in English, how to deliver their speech and how to field questions by actually giving presentations and receiving feedback from the instructor. Actual presentations will be videotaped for giving useful feedback to the students. <Objectives> The student will be able to organize their ideas in English and present them accurately, clearly, and persuasively using professional English within a given time frame. Also, the student will be able to employ appropriate eye contact, rate of speech, voice and posture and to develop effective visuals.		
2. Course Content <ol style="list-style-type: none"> 1. Introduction 2. Developing and delivering presentations (1) 3. Developing and delivering presentations (2) 4. Presentation Practice 5. Presentation Expressions – Getting Started (1) 6. Presentation Expressions – Getting Started (2) 7. Presentation Expressions – Moving On (1) 8. Presentation Expressions – Moving On (2) 9. Presentation Expressions – Numbers (1) 10. Presentation Expressions – Numbers (2) 11. Presentation Practice (1) 12. Presentation Practice (2) 13. Presentation Practice (3) 14. Presentation Practice (4) 15. Conclusion 		
3. Further Information <Registration Requirements> To register for this class, refer to 2011–nendo Rishuno Tebiki. <Course Preparations> The student should have English skills of TOEIC 500 or above. The student should prepare their presentations fully based on the knowledge and skills of giving presentations learned in the class.		
4. Textbook (s) Anne Freitag-Lawrence, Business Presentations, Longman		
5. Reference Book (s) R. B. Adler & J. M. Elmhurst, Communicating at Work, McGraw Hill J. M. Lahiff & J. M. Penrose, Business Communication, Prentice Hall P. Dale & J. C. Wolf, Speech Communication Made Simple, Longman		
6. Assessment Attendance and class participation: 30%, presentation performance: 40%, Written assignments: 30%		
7. Others Students are required to be punctual so as not to disturb other students' presentations.		

Business Presentation B		II Yojiro
Credits: 2	Second (Fall) Semester	Grade: 3·4
1. Course Outline & Objectives <Outline> This class aims to equip the student with public speaking skills needed for various business situations and needs. The students will learn how to organize their ideas in English, how to deliver their speech and how to field questions by actually giving presentations and receiving feedback from the instructor. Actual presentations will be videotaped for giving useful feedback to the students. <Objectives> The student will be able to organize their ideas in English and present them accurately, clearly, and persuasively using professional English within a given time frame. Also, the student will be able to employ appropriate eye contact, rate of speech, voice and posture and to develop effective visuals.		
2. Course Content <ol style="list-style-type: none"> 1. Introduction 2. Review of Giving Presentations (1) 3. Review of Giving Presentations (2) 4. Presentation Practice 5. Presentation Expressions – Visual Aids (1) 6. Presentation Expressions – Visual Aids (2) 7. Presentation Expressions – Problems and Questions (1) 8. Presentation Expressions – Problems and Questions (2) 9. Presentation Expressions – Concluding (1) 10. Presentation Expressions – Concluding (2) 11. Presentation Practice (1) 12. Presentation Practice (2) 13. Presentation Practice (3) 14. Presentation Practice (4) 15. Conclusion 		
3. Further Information <Registration Requirements> To register for this class, refer to 2011–nendo Rishuno Tebiki. <Course Preparations> The student should have English skills of TOEIC 500 or above. The student should prepare their presentations fully based on the knowledge and skills of giving presentations learned in the class.		
4. Textbook (s) Anne Freitag-Lawrence, Business Presentations, Longman		
5. Reference Book (s) R. B. Adler & J. M. Elmhurst, Communicating at Work, McGraw Hill J. M. Lahiff & J. M. Penrose, Business Communication, Prentice Hall P. Dale & J. C. Wolf, Speech Communication Made Simple, Longman		
6. Assessment Attendance and class participation: 30%, presentation performance: 40%, Written assignments: 30%		
7. Others Students are required to be punctual so as not to disturb other students' presentations.		

Business Presentation A		AKUTSU Sumie
Credits: 2	First (Spring) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives <Outline> This course is designed to cultivate students' presentation skills in order to be actively involved in various business situations. <Objectives> This course is designed to help students to activate their passive language knowledge and to use English to express their opinions on various business-related topics. Presentation techniques will be introduced to build the confidence to use English.</p>		
<p>2. Course Content Week 1 Introduction Week 2 Research Skills and Presentation Skills Week 3 Planning and Getting Started Week 4 Image, Impact, and Making an Impression Week 5 Effective Visuals Week 6 The Middle of the Presentation Week 7 Story Message Week 8 The End of the Presentation Week 9 Discussion Skills Week 10 Case Study Week 11 Presentation and Class Discussion Week 12 Presentation and Class Discussion Week 13 Case Study Week 14 Case Study: Class Discussion</p>		
<p>3. Further Information <Registration Requirements> To register early due to the limited number of the students for this course. Refer to the 2011 Guidebook of Business Management Department. <Course Preparations> Students who wish to take this course are expected to have TOEIC score 500 above.</p>		
<p>4. Textbook(s) <i>Communicating in Business</i> (Cambridge)</p>		
<p>5. Reference Book(s) To be announced in the class.</p>		
<p>6. Assessment Evaluation will be based on attendance and active participation (30%), class activities and homework (40%), and projects (30%) * Attendance must exceed 80%.</p>		
<p>7. Others</p>		

Business Presentation B		AKUTSU Sumie
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives <Outline> This course is designed to broaden students' presentation skills in order to be actively involved in various business situations. <Objectives> Students will learn about effective presentation skills through readings, discussions, presentations, and writing assignments. Based on the skills they studied and practiced in Business Presentation A, students are going to improve persuasive and logical ways to express their opinions on case study topics.</p>		
<p>2. Course Content Week 1 Introduction Week 2 Making Meetings Effective Week 3 Sorry to Interrupt, but... Week 4 Case Study and Class Discussion Week 5 What do you mean by...? Week 6 Case Study and Class Discussion Week 7 Market Leader Week 8 Market Leader Week 9 Case Study and Class Discussion Week 10 Case Study and Class Discussion Week 11 Presentation and Class Discussion Week 12 Presentation and Class Discussion Week 13 Case Study Week 14 Case Study: Class Discussion</p>		
<p>3. Further Information <Registration Requirements> To register early due to the limited number of the students for this course. Refer to the 2011 Guidebook of Business Management Department. <Course Preparations> Students who wish to take this course are expected to have TOEIC score 500 above.</p>		
<p>4. Textbook(s) <i>Communicating in Business</i> (Cambridge)</p>		
<p>5. Reference Book(s) To be announced in the class.</p>		
<p>6. Assessment Evaluation will be based on attendance and active participation (30%), class activities and homework (40%), and projects (30%) * Attendance must exceed 80%.</p>		
<p>7. Others</p>		

Business Presentation A		NAKATANI Yasuo
Credits: 2	First(Spring) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives</p> <p>〈Outline〉</p> <p>This course is designed to give students a comprehensive view of business presentation.</p> <p>〈Objectives〉</p> <p>Students learn the important skills for effective presentations in English. They can have opportunities to improve their pronunciation and performance skills. This course also develops an awareness of the importance of coherence and cohesion in speech discourse to attract audience.</p>		
<p>2. Course Content</p> <ol style="list-style-type: none"> 1 Good Speakers 2 Elements of Introduction 3 Describe Details 4 Brainstorming & Clustering 5 Transitions & Connectors 6 Audience Analysis 7 Selecting Details 8 Explaining Causes 9 Explaining Reasons 10 Vodafone 11 Jaguar 12 Pizza Express 13 Making Plans 14 Final Presentation 		
<p>3. Further Information</p> <p>〈Registration Requirements〉</p> <p>To register for this class, refer to 2011-nendo Rishuno Tebiki.</p> <p>〈Course Preparations〉</p> <p>The student should have English skills of TOEIC 500 or above.</p> <p>The course needs preparation and review. Active participation is preferable.</p>		
<p>4. Textbook(s)</p> <p>M. Hood. Dynamic Presentations, Longman</p>		
<p>5. Reference Book(s)</p> <p>N. O' Driscoll et. al .Big City Level 2, Oxford University Press</p>		
<p>6. Assessment</p> <p>Class participation 40%</p> <p>Presentations 30%</p> <p>Assignments 30%</p>		
<p>7. Others</p>		

Business Presentation B		NAKATANI Yasuo
Credits: 2	Second(Fall) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives</p> <p>〈Outline〉</p> <p>This course is designed to give students a comprehensive view of business presentation.</p> <p>〈Objectives〉</p> <p>Students learn the important skills for effective presentations in English. They can have opportunities to improve their pronunciation and performance skills. This course also develops an awareness of the importance of coherence and cohesion in speech discourse to attract audience.</p>		
<p>2. Course Content</p> <ol style="list-style-type: none"> 1 Using Examples 2 Patterns of Organization 3 Evaluating Evidence 4 Creating Visual Aids 5 Using Quotation 6 Finding Information 7 Evaluating Information 8 Preparation for Questions 9 SONY 10 Chiltern Railways 11 Alton Towers 12 A Business Dinner 13 Wedgwood 14 Final Presentation 		
<p>3. Further Information</p> <p>〈Registration Requirements〉</p> <p>To register for this class, refer to 2011-nendo Rishuno Tebiki.</p> <p>〈Course Preparations〉</p> <p>The student should have English skills of TOEIC 500 or above.</p> <p>The course needs preparation and review. Active participation is preferable.</p>		
<p>4. Textbook(s)</p> <p>M. Hood. Dynamic Presentations Longman</p>		
<p>5. Reference Book(s)</p> <p>N. O' Driscoll et. al .Big City Level 2, Oxford University Press</p>		
<p>6. Assessment</p> <p>Class participation 40%</p> <p>Presentations 30%</p> <p>Assignments 30%</p>		
<p>7. Others</p>		

Business Presentation A		MIYATA Rinako
Credits: 2	First (Spring) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives</p> <p>〈Outline〉 This course introduces basic business presentation skills as well as business English.</p> <p>〈Objectives〉 This course aims to acquire basic business presentation skills needed for effective and persuasive presentations.</p>		
<p>2. Course Content</p> <p>This course involves discussion and group work on business case studies, as well as group/individual business presentation.</p>		
<p>3. Further Information</p> <p>〈Registration Requirements〉 To register for this class, refer to 2011-nendo Rishuno Tebiki.</p> <p>〈Course Preparations〉 The student should have English skills of TOEIC 500 or above.</p>		
<p>4. Textbook (s)</p> <p>Market Leader; Intermediate, Longman</p>		
<p>5. Reference Book (s)</p> <p>Presentation Skills For Managers, McGraw Hill Giving Presentations, Oxford UP etc.</p>		
<p>6. Assessment</p> <p>Attendance, participation 40%, Presentation 60%</p>		
<p>7. Others</p> <p>Positive participation preferred.</p>		

Business Presentation B		MIYATA Rinako
Credits: 2	Second (Fall) Semester	Grade: 3 · 4
<p>1. Course Outline & Objectives</p> <p>〈Outline〉 This course introduces advanced business presentation skills needed for effective and persuasive presentations.</p> <p>〈Objectives〉 This course aims to acquire advanced business presentation skills and to be able to give a persuasive 15 minute presentation.</p>		
<p>2. Course Content</p> <p>This course involves discussion, negotiation, group work on business case studies, as well as individual business presentation.</p>		
<p>3. Further Information</p> <p>〈Registration Requirements〉 To register for this class, refer to 2011-nendo Rishuno Tebiki.</p> <p>〈Course Preparations〉 The student should have English skills of TOEIC 500 or above.</p>		
<p>4. Textbook (s)</p> <p>Market Leader; Intermediate, Longman</p>		
<p>5. Reference Book (s)</p> <p>Presentation Skills For Managers, McGraw Hill Giving Presentations, Oxford UP etc.</p>		
<p>6. Assessment</p> <p>Attendance, participation 40%, Presentation 60%</p>		
<p>7. Others</p> <p>Positive participation preferred.</p>		

TOEFL IntensiveA		YAMASHITA Yoshie
Credit: 1	First(Spring) Semester	Grade: 1·2·3·4 (Izumi)
1. Course Outline & Objectives <Outline> This course is a preparatory course for TOEFL iBT which has been used widely among North American Universities and other universities in the world as an assessment tool for English proficiency of non-native speakers of English. There are four sections (listening, reading, writing, speaking) all of which will be administered through the Internet-based program. Many of the themes deal with academic events on campus including visiting professors and university staff for help with college life and university lectures in various fields. <Objectives> Through this course students will be better prepared for the test by familiarizing themselves with the test procedure and academic themes along with appropriate vocabularies. Students will also learn how to prepare and make plans for taking the actual TOEFL iBT in the near future.		
2. Course Content 1. Introduction, assessment & questionnaire 2. Overview of TOEFL, Practice test 3-7. Listening, reading and writing 8-14. Listening, reading, writing and speaking 15. FINAL EXAM * Throughout the term, students will keep journal of their learned vocabulary.		
3. Further Information <Registration Requirements> Attendance is very important. Note that three absences will lead to one lower grade, and two late-comings will be counted as one absence. <Course Preparations> Classes will be conducted in English; Japanese will be used only when necessary. TOEIC 500 or above is considered necessary to take this class.		
4. Textbook(s) NorthStar Building Skills for the TOEFL iBT, prints from other sources		
5. Reference Book(s)		
6. Assessment Attendance & classroom performance: 10% Vocabulary journal: 30% Homework & others: 30% Final exam: 30%		
7. Others		

TOEFL Intensive B		YAMASHITA Yoshie
Credit: 1	Second(Fall) Semester	Grade: 1·2·3·4 (Izumi)
1. Course Outline & Objectives <Outline> This course is a preparatory course for TOEFL iBT which has been used widely among North American Universities and other universities in the world as an assessment tool for English proficiency of non-native speakers of English. There are four sections (listening, reading, writing, speaking) all of which will be administered through the Internet-based program. Many of the themes deal with academic events on campus including visiting professors and university staff for help with college life and university lectures in various fields. <Objectives> Through this course students will be better prepared for the test by familiarizing themselves with the test procedure and academic themes along with appropriate vocabularies. Students will also learn how to prepare and make plans for taking the actual TOEFL iBT in the near future.		
2. Course Content 1. Introduction, assessment & questionnaire 2. Overview of TOEFL, Practice test 3-7. Listening, reading and writing 8-14. Listening, reading, writing and speaking 15. FINAL EXAM * Throughout the term, students will keep journal of their learned vocabulary.		
3. Further Information <Registration Requirements> Attendance is very important. Note that three absences will lead to one lower grade, and two late-comings will be counted as one absence. <Course Preparations> Classes will be conducted in English; Japanese will be used only when necessary. TOEIC 500 or above is considered necessary to take this class.		
4. Textbook(s) NorthStar Building Skills for the TOEFL iBT, prints from other sources		
5. Reference Book(s)		
6. Assessment Attendance & classroom performance: 10% Vocabulary journal: 30% Homework & others: 30% Final exam: 30%		
7. Others		

TOEFL Intensive A		YAMASHITA Yoshie
Credit: 1	First(Spring) Semester	Grade: 1·2·3·4 (Surugadai)
1. Course Outline & Objectives <Outline> This course is a preparatory course for TOEFL iBT which has been used widely among North American Universities and other universities in the world as an assessment tool for English proficiency of non-native speakers of English. There are four sections (listening, reading, writing, speaking) all of which will be administered through the Internet-based program. Many of the themes deal with academic events on campus including visiting professors and university staff for help with college life and university lectures in various fields. <Objectives> Through this course students will be better prepared for the test by familiarizing themselves with the test procedure and academic themes along with appropriate vocabularies. Students will also learn how to prepare and make plans for taking the actual TOEFL iBT in the near future. While practicing listening and reading, writing and speaking will be practiced in pairs and groups in this TOEFL course.		
2. Course Content 1. Introduction, assessment & questionnaire 2. Overview of TOEFL, Practice test 3-6. Listening, reading and writing 7. Midterm Exam 8-14. Listening, reading, writing and speaking 15. FINAL EXAM		
3. Further Information <Registration Requirements> Attendance is very important. Note that three absences will lead to one lower grade, and two late-comings will be counted as one absence. <Course Preparations> Classes will be conducted in English; Japanese will be used only when necessary. TOEIC 500-600 is considered necessary to take this class.		
4. Textbook(s) NorthStar Building Skills for the TOEFL iBT, prints from other sources		
5. Reference Book(s)		
6. Assessment Attendance & classroom performance: 10% Homework & others: 30% Midterm exam: 30% Final exam: 30%		
7. Others		

TOEFL Intensive B		YAMASHITA Yoshie
Credit: 1	Second(Fall) Semester	Grade: 1·2·3·4 (Surugadai)
1. Course Outline & Objectives <Outline> This course is a preparatory course for TOEFL iBT which has been used widely among North American Universities and other universities in the world as an assessment tool for English proficiency of non-native speakers of English. There are four sections (listening, reading, writing, speaking) all of which will be administered through the Internet-based program. Many of the themes deal with academic events on campus including visiting professors and university staff for help with college life and university lectures in various fields. <Objectives> Through this course students will be better prepared for the test by familiarizing themselves with the test procedure and academic themes along with appropriate vocabularies. Students will also learn how to prepare and make plans for taking the actual TOEFL iBT in the near future. While practicing listening and reading, writing and speaking will be practiced in pairs and groups in this TOEFL course.		
2. Course Content 1. Introduction, assessment & questionnaire 2. Overview of TOEFL, Practice test 3-6. Listening, reading and writing 7. Midterm Exam 8-14. Listening, reading, writing and speaking 15. FINAL EXAM		
3. Further Information <Registration Requirements> Attendance is very important. Note that three absences will lead to one lower grade, and two late-comings will be counted as one absence. <Course Preparations> Classes will be conducted in English; Japanese will be used only when necessary. TOEIC 500-600 is considered necessary to take this class.		
4. Textbook(s) NorthStar Building Skills for the TOEFL iBT, prints from other sources		
5. Reference Book(s)		
6. Assessment Attendance & classroom performance: 10% Homework & others: 30% Midterm exam: 30% Final exam: 30%		
7. Others		

TOEFL Intensive A		MARLOW Anni
Credit: 1	First (Spring) Semester	Grade: 1·2·3·4 (Izumi)
1. Course Outline & Objectives <Outline> Speaking <Objectives> The purpose of the course is to familiarize students with the test directions for questions and to practise strategies for completing TOEFL speaking tasks to a high level of achievement. Many of the classes will be workshop in style as we analyze texts, discuss question-answering strategies, and practise planning and responding to questions with speed and fluency.		
2. Course Content <ol style="list-style-type: none"> Overview of the whole TOEFL test Diagnostic pre-tests (speaking) Diagnostic pre-tests (writing) Talking about personal experiences-emphasis on fluency Supporting personal opinions-emphasis on organization and fluency Expressing other people's opinions and supporting reasons based on a related reading passage and conversation (general topic: campus life) Making connections between written academic information and a related academic lecture (relating examples to general concepts) Identifying and describing a problem discussed in a conversation and evaluating the solution alternatives (general topic: campus problems) Summarizing audio lectures: emphasis on explaining terms and concepts Review of strategies for each speaking test Post-test 1 (speaking) Conversation and discussion practice 1 Conversation and discussion practice 2 Review Self-evaluation of speaking skills 		
3. Further Information <Registration Requirements> A TOEFL IBT of at least 60 is desirable.		
4. Textbook (s) None required. Handouts will be provided.		
5. Reference Book (s)		
6. Assessment Assessment: 70% of the final grade will be based on class work; 30% based on homework and test achievement.		
7. Others Homework: Each week there will be a task related to that practiced in class		

TOEFL Intensive B		MARLOW Anni
Credit: 1	Second (Fall) Semester	Grade: 1·2·3·4 (Izumi)
1. Course Outline & Objectives <Outline> Writing <Objectives> The purpose of the course is to familiarize students with the test directions for questions and to practise strategies for completing TOEFL writing tasks to a high level of achievement. Many of the classes will be workshop in style as we analyze texts, discuss question answering strategies, and practise planning and responding to questions with speed and fluency.		
2. Course Content <ol style="list-style-type: none"> Review of TOEFL writing section Writing essays comparing perspectives given in related reading passage and lecture: writing topic statement and supporting paragraph to summarize a textbook passage + writing topic statement and supporting paragraph to summarize an academic lecture Timed essay writing practice based on textbook-style passages and lectures: 200 wds/15 mins Essay writing on general topics using personal experience and common knowledge: agreeing/disagreeing with a statement Essay writing: choosing between two or more viewpoints and arguing a point of view Essay writing: supporting or opposing a plan Essay writing: responding to an imaginary situation Further writing practice based on needs 1 Further writing practice based on needs 2 Further writing practice based on needs 3 Post-test writing 1 Post-test writing 2 Self-evaluation of writing skills What's in the news? Discussion and summarizing Special topics of interest Discussion and presentation 		
3. Further Information <Registration Requirements> A TOEFL IBT of at least 60 is desirable.		
4. Textbook (s) None required. Handouts will be provided.		
5. Reference Book (s)		
6. Assessment Assessment: 70% of the final grade will be based on class work; 30% based on homework and test achievement.		
7. Others Homework: Each week there will be a task related to that practiced in class		