



# Aichi Shukutoku University English taught Course List 2016

updated on December 20, 2016

**Introduction to Communication**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall	<input type="radio"/>	Spring
<p>This class will introduce basic concepts and major areas of communication studies from the perspective of reading, listening, speaking, and writing. By the end of this course, students will raise their awareness of communication phenomena in daily life through lectures and in-class exercises and will be expected to improve their English communication competency.</p>					

**Interpersonal Communication**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall	<input type="radio"/>	Spring
<p>This class focuses on communication processes in two-person and small-group settings. Primary concern is given to understanding the process of creating meanings so that students will establish relationships while they achieve the assigned tasks. Students will learn theories and concepts such as symbolic interactionism, self-disclosure, uncertainty reduction, face and politeness and deepen their understanding of what they learned through in-class activities.</p>					

**Language Behavior**

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This course lets students think about the influence that words have on human behavior. Language is important in human communication, but it also can create prejudice and preconceptions depending on the usage. The students will understand not only how words are often used but also what meanings are applied to those words. By focusing on the language of English, language activities peculiar to English are considered.</p>					

**Nonverbal Communication**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall		Spring
<p>This class focuses on the nonverbal dimension of interpersonal communication, with emphasis on its cultural implications. In this class, students investigate appearance, the environment, perception of time and the application of nonverbal theories to interpersonal interactions, as well as study the codes people often refer to as "body language." They are expected to improve their understanding of and responses to the nonverbal messages used by individuals they relate to personal and professional contexts. Course content emphasizes both theory and practical application.</p>					

**Digital Communication**

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This class looks at the history of digital communication as well as trends, tendencies, and effects of communication via digital means. The history of computer-based communication and the Internet will be covered, and students will learn how communication through computers, cell phones, and other digital devices is changing society, culture, and human relationships. Lectures and assignments will explore concepts like identity, anonymity, privacy, effects on language, globalization, and social isolation.</p>					

**Introduction to Linguistics**

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This course looks into various aspects of the English language. Specifically, students will consider how sounds are used in English, how words are formed, and how sentences are constructed from linguistic points of view. The aim of this course is to become conscious of various aspects of human language which we are usually unaware of, and to understand various rules about language.</p>					

**Morphology**

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>Morphology, in linguistics, is the study of word structure. This course provides an introduction to the study of English morphology. The focus will be on a variety of word formation processes such as inflection, derivation, compounding and conversion and how these processes create new words. We will discuss not only the internal structure of words but also the interface of morphology with phonology, syntax and semantics.</p>					

**Persuasion**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This class introduces theories of persuasive communication in English, from individual speeches to political and social campaigns. Students will study examples of persuasion and create persuasive communication about a variety of subjects. By the end of the semester, the students will improve their communication skills in English.</p>					

**Advertising and Communication**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This class looks at the history and influence of advertising, covering various theories of advertising and persuasion. Advertising across different media will be examined, from magazines to television to social media and so-called "viral" marketing, and students will learn about different ethical issues and controversies related to advertising.</p>					

**Conflict Management and Negotiation**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This class focuses on basic concepts and approaches to conflict management and negotiation in interpersonal and business settings. Specifically, students will learn the influences of worldviews, values, verbal and nonverbal behaviors, and environments on meanings in negotiation. Further, students will learn several negotiation styles such as soft, hard, win-win, and mediation. By the end of this course, students will increase their understanding and skills of conflict management and negotiation.</p>					

**Media Literacy**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This class provides basic knowledge and concepts to decode media message and to learn about our relationship with media in the information society. With media materials such as newspaper articles, advertisement, and TV</p>					

programs, we will learn how messages are constructed with signs, and how interpretation and meanings are restricted in a certain direction. This class aims to support students becoming media literate and to learn the relationship of media with democracy in a civic society.

### Syntax

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course is an introduction to the basic concepts and fundamental principles of English syntax, with special focus on the constituency and the structure of phrases, clauses and sentences. We analyze a wide variety of grammatical phenomena of English and other languages by dealing mostly with a wide range of empirical data. The first part of the course offers an introduction to scientific methodology and how it can be applied to the study of syntax. This course also introduces the key tools for identifying the constituents of a sentence and the hypothesis that the verb phrase is a lexical projection of the verb while the inflection of the finite verb is a functional projection. In the latter half of the course we pursue one of the consequences of the hypothesis that the meaning of the sentence is worked out on the basis of its component parts and their structural relations. Final part of the course deals with the movement operation including A-movement and wh-movement as well as other syntactic phenomena such as deletion/ellipsis, focalization, co-ordination and their recapitulation in recent syntactic theory.</p>					

### Semantics

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course provides an introduction to basic concepts in semantics and its relation to issues in syntax and cognitive grammar with a special focus on English and Japanese phenomena. We will begin with form and meaning and then study a very important process of semantic changes: metaphorical extension. The course will also be devoted to some problems with the syntax-semantics interface. Depending on time and interest, we might also consider speech acts and conversational implicature meaning. Topics covered include semantic features, meaning relationship, tense and aspect, modality, collocation, metaphor, theta-roles (or argument structure), implicature, information structure.</p>					

### Language Acquisition

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>Children learn their language at astonishing speed. When entering school they have already mastered the basic grammar and vocabulary of their maternal language. Language acquisition research examines the acquisition process from a linguistic point of view. In this course we will explore children's early language from the angle of grammar, vocabulary, pronunciation, and language use. We will study the beginning of speech forms like dialog and narration, and the early stages of reading and writing. Special attention will be paid to the language acquisition of bilingual children and their educational support. Implications for the acquisition of English as second language will be discussed.</p>					

**Applied Linguistics**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This course will introduce key concepts and vocabulary necessary to discuss and read about applied linguistics. Students will then read, discuss, and present about current topics of research and teaching in the field of applied linguistics and adapt what they learn in class to create course and lesson plans they can use in their future teaching.</p>					

**Sociolinguistics**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This course investigates the relationship between language and society. We will explore how language is influenced by many factors such as age, ethnicity, gender, and social background. We will also consider some pressing sociolinguistic issues in the world today such as language death, English only movements, Ebonics in education, and World Englishes.</p>					

**Japanese Popular Culture**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall	<input type="radio"/>	Spring
<p>This class examines the history of reactions to Japanese popular culture (e.g. television, movies, and music) in the United States across the last 150 years, with a focus on recent trends in more detail. Students will study what of Japan has become popular in other countries and why.</p>					

**Central Japan**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall		Spring
<p>This class gives students a better understanding of their local community and the role of corporate activities by inviting guest speakers who are at the forefront of companies in Central Japan. Also, by listening to the experiences of the guest speakers, students will be able to consider their careers in the future. The goal of this class is for the students to be able to express in their own words what they have learned.</p>					

**Traditional Arts in Japan**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall		Spring
<p>By inviting guest speakers who are engaged in traditional Japanese culture, this class seeks to enable students to learn the history and current situation as well as to experience the traditional culture of Japan. The class will include some English lectures. In everyday life, the opportunities to come into direct contact with traditional culture are few. The goal of this class is that students will not only learn from the basic traditional culture, but also understand Japanese culture, so that it is possible to express in their own words what they have learned.</p>					

**Japanese Culture**

GLOCOM	YEAR: 2		Fall	<input type="radio"/>	Spring
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This class gives students further understanding of Japanese culture and opportunities to practice explaining in English. The first half of the course will include discussions about both traditional practices and modern ones such as tea ceremony and animation. In the second half of the course, each student will choose one topic to make a presentation about one specific practice of Japanese culture.

### Japanese Performing Arts

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>Japanese culture has influenced cultures around the world through its uniqueness. Noh, a Japanese performing art, with restricted movements, influenced contemporary dances. Kabuki and its exaggerated expression influenced the entertainment business including animation and movies. Stages, including not only their design and architecture but also movements and rituals of etiquette thereon, are the universe to which the world pays great attention because they condense elements of Japanese culture. This class will use visual and auditory segments to illustrate those elements. Students will learn how to explain Japanese performing arts in English.</p>					

### Introduction to Social Media

GLOCOM	YEAR: 2		Fall	<input type="radio"/>	Spring
<p>This class looks at the pragmatics of social media use while preparing to study and live abroad. Students will learn how to use social media safely to both minimize culture shock and maximize cultural exchange.</p>					

### Gender and Communication

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This class studies the cultural creation and performance of gender in Japan and the United States, comparing and contrasting ideals of masculinity and femininity, including behavior and appearance, in the mass media of both countries. Students will study how attitudes about gender have changed over time and how gendered behavior is reinforced or violated through mediated communication.</p>					

### Comparative Education

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This class focuses on the knowledge and theories about the particularity and universality of education by contrasting the education systems and social situations in the U.S. and England with those in Japan. Further, the class will examine various issues related to education in terms of cross-cultural understandings.</p>					

### Groups and Society

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This class focuses on the study of groups which aim to influence society through the comparison of groups in the United States and Japan. From their formation through their growth and decline, the ways groups are formed, the ways they communicate internally and the ways they communicate to the broader society will be examined.</p>					

**Political Rhetoric**

GLOCOM	YEAR: 3	○	Fall		Spring
<p>This class focuses on the study of political rhetoric through the comparison of communication in the United States and Japan as well as between the United States and Japan. Topics covered will include domestic and well as international communication, with specific consideration of the problem of multiple audiences.</p>					

**Multiculturalism in Japan**

GLOCOM	YEAR: 3	○	Fall		Spring
<p>This class will serve as a way to explore issues of multiculturalism in Japan and its implications for students' lives and future careers. Although Japan is a relatively homogeneous society, the population of non-Japanese in Japan is increasing. Further, some groups of Japanese nationals have been treated as unfairly because they are minorities. Reviewing history, immigration, foreign policies, and economic situations, students will understand current issues about multiculturalism that Japanese society is facing and search for ways towards a more diverse, democratic society through their contributions as citizens.</p>					

**Introduction to Global Issues**

GLOCOM	YEAR: 1	○	Fall	○	Spring
<p>Focusing on the social environment of the world such as diplomatic issues, banking problems, etc. all over the world, students will learn about the global society. The content of the reports are verified from the viewpoint of communication, especially rhetorical criticism, emphasizing what meanings are attached to the events or happenings. Students will understand what posture media have taken for the events.</p>					

**Communication in Communities**

GLOCOM	YEAR: 1	○	Fall	○	Spring
<p>In order to help students become ready to use their English communication skills to be involved in the social issues which the Japanese and international community will face in the future, fundamental knowledge about community research and action will be presented to the students. Students will also be required to identify the social issues which various communities are facing and propose concrete social programs to solve them. This practicum's topics will be selected to facilitate the students' understanding of cross-cultural community issues.</p>					

**American Studies**

GLOCOM	YEAR: 1		Fall	○	Spring
<p>This course introduces students to the culture of the United States, with a particular focus on the spread of culture through literature and the mass media. Students will study the way culture is communicated through books, poems, television, movies, music, etc.</p>					

**Asian Studies**

GLOCOM	YEAR: 1		Fall	<input type="radio"/>	Spring
<p>This class examines Asian countries. In particular, students will examine the interdependent and conflicting relationships among Asian countries from the perspectives of history, politics, economics, and education. Topics may include definitions of Asia, religions, economic activities, environmental issues, and disputes over resources.</p>					

**Australian Studies**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall		Spring
<p>This class examines the history and society of Australia. In particular, students will examine Australia as a multicultural country from a variety of approaches including historical, political, economical, social, and educational. Topics may include Indigenous (Aboriginal) Australians, environmental issues, modern tourism, music and media, and the role of sports in Australian society.</p>					

**British Studies**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall		Spring
<p>This course introduces students to important features of modern British society. Special attention will be paid to the period from the 1960s to the present day. Through a mix of student research tasks and short teacher lectures, students will be guided to a greater understanding of the nature and internal/external roles of Britain today.</p>					

**Polynesian Studies**

GLOCOM	YEAR: 1	<input type="radio"/>	Fall		Spring
<p>This course will introduce some foundational information on Polynesian (e.g., Hawaii, Tonga, Tahiti, French Polynesia) society, culture, traditions, history, languages, economy, and future directions. Students will do research on a point of their interest and present it to the class and write a research paper about it.</p>					

**American Literature**

GLOCOM	YEAR: 2		Fall	<input type="radio"/>	Spring
<p>This class will introduce students to important works in American Literature. It serves as a survey and overview of major, influential, and canonical works of literature from Colonial times to the present day. Students will consider to works in the context of culture and history as well as their influence on society.</p>					

**English Literature**

GLOCOM	YEAR: 2		Fall	<input type="radio"/>	Spring
<p>This class will introduce students to important works in English Literature. It serves as a survey and overview of major, influential, and canonical works of literature from Anglo-Saxon times to the present day. Students will consider the works in the context of culture and history as well as their influence on society.</p>					

**Careers in the Global Age**

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This class aims to raise awareness of careers in the global age. Inviting guest speakers, the class introduces various career paths after graduation to students. Students will be motivated to improve their skills and potential to enrich their remaining years at the university.</p>					

**Global Economy**

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This class aims to understand the close economic and political ties between Japan and the world in English. Students will learn how to express their opinions about the economy simply without using complex terms and sentences in English. This class is a lecture based class, but requires students' participation. Choosing a current topic, students will learn related economic terms in English in each class.</p>					

**Global Business**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>As globalization proceeds, competition across national borders has intensified in business. This class examines cases of corporate activities centering on American and European corporations as there are many global corporations in the U.S. and Europe. This class also considers their influences on the Japanese economy and their competition with Japanese corporations.</p>					

**Gender and Society**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course provides an introduction to the study of gender in society. Gender encompasses a wide range of social practices which constitute culturally variant notions of femininities and masculinities. Gender norms are never static and ahistorical but fluid and continually changing. We will study how gender is constructed in educational institutions, families, workplaces, and the media.</p>					

**Health and Education**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This course introduces students to local and global health and education issues. Students will have an opportunity to study the problems, progress, and challenges on selected health topics. Some of the topics discussed in this course are: violence and child/youth welfare; gender and health; communicable diseases and their impact on society; and cultural sensitivity in the health context. Students will be encouraged to contemplate course topics in relation to their personal lives, and assess the impact of their personal choice on community/global health and well-being.</p>					

**Business Simulation**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This class aims to help students become aware of and develop their own managerial capability in various business settings. Through exposure to simulated business scenes, students will be aware of the skills and abilities necessary to perform that job. In addition, students will learn how to think and behave in each business situation. The following simulation exercises are included: In-basket, leaderless group discussion, fact finding, negotiation, case analysis, case presentation, interviewing, critical thinking, and personality testing.</p>					

**Organizational Behavior**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This course offers a broad description and examination of individual and group behavior at work, including the major theories, their applications in the workplace, and research investigations of both. Its purpose is not only to provide an understanding of how organizations can be managed more effectively, but also to provide an insight into how individuals could make their quality of life at work more fruitful. The following topics are included: Job attitudes, work motivation, workplace communication, work stress, group dynamics, leadership, decision making, work ethics, job design, organizational culture, and organizational change.</p>					

**Intercultural Communication**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course looks at how culture can impede effective and satisfying communication between people of different cultures. Special attention will be placed on the cognitive, affective, and behavioral components of communication, and how cultural differences in these components can interfere in the communication process. Course contents will include cultural value orientations, verbal and nonverbal behavior, cognitive biases, ethnocentrism, and multiculturalism. In accordance with this university's principle of "Celebrating Diversity," students will learn to appreciate cultural differences, while at the same time, be wary of the negative consequences when these differences are not effectively managed.</p>					

**Media and Society**

GLOCOM	YEAR: 4		Fall	<input type="radio"/>	Spring
<p>This course lets students think about the function and role of media by understanding the situation of media in contemporary society. First of all, the students will study Mass Communication theory, and then examine how newspapers and television, the so-called mass-media, function in daily life. In addition, new media that are the symbols of the digital age, will be studied and how they function in actual society will be considered.</p>					

**Readings in Global Communication**

GLOCOM	YEAR: 2		Fall	<input type="radio"/>	Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Global Communication introduces students to basic information in Human Communication, Japanology, and Global Awareness.

### Readings in Human Communication I

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Human Communication I introduces students to basic information in language and communication studies.

### Readings in Human Communication II

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Human Communication II further exposes students to basic information in language and communication studies.

### Readings in Japanology I

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Japanology I introduces students to basic information in the comparative study of Japanese culture and society.

### Readings in Japanology II

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Japanology II further exposes students to basic information in the comparative study of Japanese culture and society.

### Readings in Global Awareness I

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Global Awareness I introduces students to basic information in international and intercultural issues.

### Readings in Global Awareness II

GLOCOM	YEAR: 2	<input type="radio"/>	Fall		Spring
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The Readings classes focus on improving students' reading and understanding skills while also introducing them to important ideas and vocabulary for further study in the Department of Global Communication. Readings in Global Awareness II further exposes students to basic information in international and intercultural issues.

### Presentation I

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>The Presentation classes focus on the students' ability to present information to larger audiences. Students will learn to select topics for presentation, research those topics, plan the presentation, and deliver their speeches. Students will continue to improve their confidence in the presentation skills related to public speaking.</p>					

### Presentation II

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>The Presentation classes focus on the students' ability to present information to larger audiences. Students will continue to improve their skills in researching, planning and presenting topics. In particular, students will learn about the use of visual aids, presentation software, and handouts. Students will learn to use that extra material to enhance the presentation rather than distract from it.</p>					

### Debate I

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This class introduces students to the principles of both academic debate and debate as a style of communication in English. The class will introduce students to a variety of styles of debate in English, from one on one debate to public discussion style debates. Students will also participate in several debates. By the end of the semester, the students will improve their communication skills in English.</p>					

### Debate II

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>This class focuses on the techniques of debate. Through practice and feedback, students will gain a better understanding of and experience with the practice of academic styles of debate. Particular emphasis will be paid to critical thinking and the use of evidence. By the end of the semester, the students will improve their communication skills in English.</p>					

### Translation Practice I

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course provides an introduction to translation to facilitate communication between Japanese and English. Students will learn and practice basic skills for translation that will enable a third person to understand the description correctly. With practice focused on reading and writing, students' grammatical knowledge and vocabulary are both confirmed and enhanced for the purpose of correct understanding in the original language and proper phrasing in the other language. Students will also cultivate the problem-solving ability, learning how to</p>					

search for related information.

### Translation Practice II

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>Following the introductory course, students will practice translation in various fields to learn basic knowledge, terminology and expressions specific to each field, enhancing their overall writing skill both in Japanese and English. Students will deepen their knowledge and interest in cultural differences in communication, pursuing good translation to facilitate mutual understanding.</p>					

### Interpretation Practice I

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course provides an introduction to interpretation to act as intermediary for two different language speakers. Students will learn and practice basic interpreting skills for smooth communication, focusing on listening and speaking. Students will also cultivate the ability to search for information related to a topic. It is aimed at enhancing students' overall English/Japanese language skills to better convey a speaker's idea correctly through practice.</p>					

### Interpretation Practice II

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>Following the introductory course, this course provides techniques such as summarizing and note-taking for smooth and effective consecutive interpretation. In view of the fact that English is increasingly spoken by non-native speakers, students will also learn to consider cultural backgrounds in preparation for such communication.</p>					

### Seminar 1

GLOCOM	YEAR: 2		Fall	<input type="radio"/>	Spring
<p>This required class is aimed at preparing students for the study abroad program in the second quarter of the first semester of the second year. In class, while preparing for Study Abroad, students will research the culture and society of their Study Abroad destinations and give presentations about it. This class aims to help life in the Study Abroad destination to go smoothly by providing the required knowledge to enable cross-cultural understanding.</p> <p>(1 GOSHIMA Koichi)</p> <p>Students will learn basic knowledge and concepts to be able to analyze their experiences during the "Study Abroad" program from the aspect of mass media.</p> <p>(2 NAKAGO Kei)</p> <p>Students will learn basic knowledge and concepts to be able to analyze their experiences during the "Study Abroad" program from the aspect of linguistics.</p> <p>(3 FUKUMOTO Akiko)</p> <p>Students will learn basic knowledge and concepts to be able to analyze their experiences during the "Study Abroad" program from the aspect of culture.</p>					

(4 McGEE Jennifer)

Students will learn basic knowledge and concepts to be able to analyze their experiences during the “Study Abroad” program from the aspect of digital media.

(5 MOLDEN Dan)

Students will learn basic knowledge and concepts to be able to analyze their experiences during the “Study Abroad” program from the aspect of rhetoric.

(6 WATANABE Naotaka)

Students will learn basic knowledge and concepts to be able to analyze their experiences during the “Study Abroad” program from the aspect of organization.

### Seminar 2

GLOCOM	YEAR: 2	○	Fall		Spring
<p>This seminar aims to deepen the knowledge and ability gained during the Study Abroad. It is aimed at preparing students to study in detail the specialty of Global Communication. Students will study with the full-time faculty of the Global Communications Faculty, selecting an area of interest, and through studying about those fields, to learn the basic knowledge of that field and strengthen their English proficiency.</p>					
<p>(1 GOSHIMA Koichi)</p> <p>Students will consider what they learned during the “Study Abroad” program from the aspect of mass media.</p>					
<p>(2 NAKAGO Kei)</p> <p>Students will consider what they learned during the “Study Abroad” program from the aspect of linguistics.</p>					
<p>(3 FUKUMOTO Akiko)</p> <p>Students will consider what they learned during the “Study Abroad” program from the aspect of culture.</p>					
<p>(4 McGEE Jennifer)</p> <p>Students will consider what they learned during the “Study Abroad” program from the aspect of digital media.</p>					
<p>(5 MOLDEN Dan)</p> <p>Students will consider what they learned during the “Study Abroad” program from the aspect of rhetoric.</p>					
<p>(6 WATANABE Naotaka)</p> <p>Students will consider what they learned during the “Study Abroad” program from the aspect of organization.</p>					

### Seminar 3

GLOCOM	YEAR: 2	○	Fall		Spring
<p>Studying with full-time faculty from the Global Communications Faculty in their chosen area, students will further deepen the understanding in Seminar 2. Through learning activities such as writing reports and giving presentations, students will learn practical skills such as problem identification and resolution.</p>					
<p>(1 GOSHIMA Koichi)</p> <p>Students will learn basic knowledge and concepts related to mass communication.</p>					
<p>(2 NAKAGO Kei)</p> <p>Students will learn basic knowledge and concepts related to linguistics.</p>					

(3 FUKUMOTO Akiko)

Students will learn basic knowledge and concepts related to intercultural communication.

(4 McGEE Jennifer)

Students will learn basic knowledge and concepts related to digital communication.

(5 MOLDEN Dan)

Students will learn basic knowledge and concepts related to rhetoric.

(6 WATANABE Naotaka)

Students will learn basic knowledge and concepts related to organizational communication.

#### Seminar 4

GLOCOM	YEAR: 3		Fall	○	Spring
<p>Studying with full-time faculty from the Global Communications Faculty in their chosen area, students will further their understanding of issues gained in Seminar 2 and Seminar 3 in this intermediate seminar. Through learning activities such as writing reports and giving presentations, students will learn how to identify and embody problems.</p>					
<p>(1 GOSHIMA Koichi)</p> <p>Students will learn theories and approaches of mass communication.</p>					
<p>(2 NAKAGO Kei)</p> <p>Students will learn theories and approaches of linguistics.</p>					
<p>(3 FUKUMOTO Akiko)</p> <p>Students will learn theories and approaches of intercultural communication.</p>					
<p>(4 McGEE Jennifer)</p> <p>Students will learn theories and approaches of digital communication.</p>					
<p>(5 MOLDEN Dan)</p> <p>Students will learn theories and approaches of rhetoric.</p>					
<p>(6 WATANABE Naotaka)</p> <p>Students will learn theories and approaches of organizational communication.</p>					

#### Seminar 5

GLOCOM	YEAR: 3		Fall	○	Spring
<p>As an Intermediate Seminar, this class will help students to deepen the basic knowledge learned in their specialized field and to learn the techniques of research. In order to find research subjects themselves, in their own areas of expertise, students will find a task that can be handled on their own. In order to accomplish that, students will learn to raise awareness of the issue, to increase their ability to collect information, and to analyze and think critically about the issue.</p>					
<p>(1 GOSHIMA Koichi)</p> <p>Students will learn advanced theories and approaches of mass communication.</p>					
<p>(2 NAKAGO Kei)</p>					

Students will learn advanced theories and approaches of linguistics.

(3 FUKUMOTO Akiko)

Students will learn advanced theories and approaches of intercultural communication.

(4 McGEE Jennifer)

Students will learn advanced theories and approaches of digital communication.

(5 MOLDEN Dan)

Students will learn advanced theories and approaches of rhetoric.

(6 WATANABE Naotaka)

Students will learn advanced theories and approaches of organizational communication.

### Seminar 6

GLOCOM	YEAR: 3	○	Fall		Spring
<p>As an Intermediate Seminar in the second semester of the third year, students will not only research challenges in each specialized field, but also think more deeply about research methods. Students will consider what research topics are suitable and what research methods are appropriate. To that end, students will increase their critical thinking ability, enhance their ability to collect information, and study how to analyze critically.</p>					
<p>(1 GOSHIMA Koichi)</p> <p>Students will start to explore their theme and topic for a graduation thesis based on their study in seminars on mass communication.</p>					
<p>(2 NAKAGO Kei)</p> <p>Students will start to explore their theme and topic for a graduation thesis based on their study in seminars on linguistics.</p>					
<p>(3 FUKUMOTO Akiko)</p> <p>Students will start to explore their theme and topic for a graduation thesis based on their study in seminars on intercultural communication.</p>					
<p>(4 McGEE Jennifer)</p> <p>Students will start to explore their theme and topic for a graduation thesis based on their study in seminars on digital communication.</p>					
<p>(5 MOLDEN Dan)</p> <p>Students will start to explore their theme and topic for a graduation thesis based on their study in seminars on rhetoric.</p>					
<p>(6 WATANABE Naotaka)</p> <p>Students will start to explore their theme and topic for a graduation thesis based on their study in seminars on organizational communication.</p>					

### Seminar 7

GLOCOM	YEAR: 3	○	Fall		Spring
<p>As an Intermediate Seminar at the end (in the fourth quarter) of the third grade students will integrate the</p>					

knowledge learned so far and consider the methods of analysis for their research agenda. In addition, students will summarize the materials and information collected so far and will make presentations with an eye toward the graduation thesis in 4th grade. In this way, students' critical abilities will continue to increase.

(1 GOSHIMA Koichi)  
Students will decide their theme and topic for a graduation thesis relating to mass communication.

(2 NAKAGO Kei)  
Students will decide their theme and topic for a graduation thesis relating to linguistics.

(3 FUKUMOTO Akiko)  
Students will decide their theme and topic for a graduation thesis relating to intercultural communication.

(4 McGEE Jennifer)  
Students will decide their theme and topic for a graduation thesis relating to digital communication.

(5 MOLDEN Dan)  
Students will decide their theme and topic for a graduation thesis relating to rhetoric.

(6 WATANABE Naotaka)  
Students will decide their theme and topic for a graduation thesis relating to organizational communication.

**Research Design**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course is a general introduction to social science research methods. Upon successful completion of this course, students will be able to: describe the terms and characteristics of the different types of scientific research; demonstrate the understanding of ethical conduct in scientific research; and critically read published journals and reports elsewhere.</p>					

**Data Analysis**

GLOCOM	YEAR: 3		Fall	<input type="radio"/>	Spring
<p>This course provides an intermediate level introduction to the use of computers as a quantitative research tool. It will introduce students to basic methodological and statistical issues in managing and analyzing data using specific computer applications. In addition patterns and relationship between variables and data will be examined. Using SPSS (Statistical Package for Social Sciences) software, students will calculate statistics needed for reaching correct and sound conclusions about research questions.</p>					

**Text Analysis**

GLOCOM	YEAR: 3	<input type="radio"/>	Fall		Spring
<p>Text Analysis introduces students to doing research not only in texts but also about texts. Starting with the skill of Close Reading, students will be instructed in a variety of methods of analyzing source materials, including historical, contextual, metaphorical, dramatistic, and critical cultural methods.</p>					

**Seminar 8**

GLOCOM	YEAR: 4		Fall	○	Spring
<p>As an Advanced Seminar in fourth grade, students will address research problems in order to apply the knowledge and ability learned over the course of the seminar. Students will decide on a research area, collect data and relevant literature, and develop a research plan. In order to evaluate the progress of their research, students will also give presentations about their plans and progress.</p> <p>(1 GOSHIMA Koichi) Students will explore their original research on mass communication.</p> <p>(2 NAKAGO Kei) Students will explore their original research on linguistics.</p> <p>(3 FUKUMOTO Akiko) Students will explore their original research on intercultural communication.</p> <p>(4 McGEE Jennifer) Students will explore their original research on digital communication.</p> <p>(5 MOLDEN Dan) Students will explore their original research on rhetoric.</p> <p>(6 WATANABE Naotaka) Students will explore their original research on organizational communication.</p>					

**Seminar 9**

GLOCOM	YEAR: 4		Fall	○	Spring
<p>As an Advanced Seminar, students will approach research problems of their own, giving presentations about their progress. In this class, students will continue to improve their critical and analytical ability by discussing topics such as the content of their work, relevant literature, and research strategies.</p> <p>(1 GOSHIMA Koichi) Students will receive practical advice about their thesis on mass communication.</p> <p>(2 NAKAGO Kei) Students will receive practical advice about their thesis on linguistics.</p> <p>(3 FUKUMOTO Akiko) Students will receive practical advice about their thesis on intercultural communication.</p> <p>(4 McGEE Jennifer) Students will receive practical advice about their thesis on digital communication.</p> <p>(5 MOLDEN Dan)</p>					

Students will receive practical advice about their thesis on rhetoric.

(6 WATANABE Naotaka)

Students will receive practical advice about their thesis on organizational communication.

### Seminar 10

GLOCOM	YEAR: 4	○	Fall		Spring
<p>As an Advanced Seminar, students will work on completing the research projects connected to their graduation thesis. They will also be writing that thesis in English. In class, students will continue to improve their critical and analytical abilities through presentations and discussions of research topics, with the aim of completing the graduation thesis. Further, students will enhance their reasoning ability and expressiveness to improve their written English.</p> <p>(1 GOSHIMA Koichi)</p> <p>Students will be advised to improve their thesis on mass communication.</p> <p>(2 NAKAGO Kei)</p> <p>Students will be advised to improve their thesis on linguistics.</p> <p>(3 FUKUMOTO Akiko)</p> <p>Students will be advised to improve their thesis on intercultural communication.</p> <p>(4 McGEE Jennifer)</p> <p>Students will be advised to improve their thesis on digital communication.</p> <p>(5 MOLDEN Dan)</p> <p>Students will be advised to improve their thesis on rhetoric.</p> <p>(6 WATANABE Naotaka)</p> <p>Students will be advised to improve their thesis on organizational communication.</p>					

### Seminar 11

GLOCOM	YEAR: 4	○	Fall		Spring
<p>As the seminar conducted in the last semester prior to graduation, in addition to completing the graduation thesis, students will present their results. Students will present about how they found research topics, chose methods, and collected literature, and demonstrate their ability to respond to critical evaluation. Further, students will enhance their reasoning ability and expressiveness to improve their written English.</p> <p>(1 GOSHIMA Koichi)</p> <p>Students will finalize their thesis on mass communication.</p> <p>(2 NAKAGO Kei)</p> <p>Students will finalize their thesis on linguistics.</p> <p>(3 FUKUMOTO Akiko)</p> <p>Students will finalize their thesis on intercultural communication.</p> <p>(4 McGEE Jennifer)</p> <p>Students will finalize their thesis on digital communication.</p>					

(5 MOLDEN Dan)

Students will finalize their thesis on rhetoric.

(6 WATANABE Naotaka)

Students will finalize their thesis on organizational communication.

### Intercultural Training

GLOCOM	YEAR: 2		Fall	○	Spring
<p>This class will provide basic concepts about possible causes of misunderstandings and conflicts when people with different cultural backgrounds meet and consider how to cope with culture shock and adjustment to a new culture, referring to the examples of English speaking countries. Specifically, the concepts that will be covered include culture, culture shock/cultural adjustment, value orientation, and face. Case analysis and presentation will be included to identify possible causes and deepen understanding. As a result, students will raise their awareness of cultural differences and improve their skills and motivation to deal with them.</p>					

### Internship Abroad (Tourism)

GLOCOM	YEAR: 2-4	○	Fall	○	Spring
<p>This class is intended to provide an individualized educational experience in a structured work environment in the tourism industry abroad. Through this internship, students will integrate academic learning with real-world experience, raising their awareness of their future careers. Further, the class will enhance students' awareness of diverse cultures and cultivate both their communication skills and their resiliency in unfamiliar environments.</p>					

### Internship Abroad (Business)

GLOCOM	YEAR: 2-4	○	Fall	○	Spring
<p>This class is intended to provide an individualized educational experience in a structured work environment in a business environment abroad. Through this internship, students will integrate academic learning with real-world experience, raising their awareness of their future careers. Further, the class will enhance students' awareness of diverse cultures and cultivate both their communication skills and their resiliency in unfamiliar environments.</p>					

### Internship Abroad (NPO)

GLOCOM	YEAR: 2-4	○	Fall	○	Spring
<p>This class is intended to provide an individualized educational experience in a structured environment at NPOs abroad. Through this internship, students will integrate academic learning with real-world experience, raising their awareness of their future careers. Further, the class will enhance students' awareness of diverse cultures and cultivate both their communication skills and their resiliency in unfamiliar environments.</p>					

### Communication Studies (Rhetoric)

GCC	YEAR: 3, 4		Fall	○	Spring
<p>* To familiarize the students with the study of rhetoric.</p>					

- \* To allow the students to study communication in English.
- \* To help the students become more fluent and strategic in their communication.

### Communication Studies (Media Studies)

GCC	YEAR: 3, 4		Fall	<input type="radio"/>	Spring
Students will come to better understand the influence of media, especially the Internet, on communication in modern life.					

### Case Study 9 (Asia)

GCC	YEAR: 2-4	<input type="radio"/>	Fall	<input type="radio"/>	Spring
The aim of this course is to introduce the Philippines, its history, culture and tradition, and to give an idea of what the Philippines is today, as part of the global community. There will be discussions about similarities and differences between the Philippines and Japan, and how each country may benefit from the experiences of the other.					

### Case Study 10 (Europe)

GCC	YEAR: 2-4	<input type="radio"/>	Fall	<input type="radio"/>	Spring
The purpose of this course is to expose students to many aspects of European culture through history, stories and art. As a result of taking this class, students will feel "at home" in European culture. If students go to Europe, they will be better able to understand and enjoy their surroundings.					

### Case Study 11 (USA)

GCC	YEAR: 2-4		Fall	<input type="radio"/>	Spring
Currents in American Culture(s): Origins and Destinations The course aims to help students appreciate American contributions to political theory, the arts and sciences, and popular entertainment by focusing on the works of great statesmen, writers, inventors, artists, and movements that have shaped American culture.					

### JPN Culture and Society

English Language and Literature	YEAR: 3	<input type="radio"/>	Fall		Spring
In this course we will study some of the traditional customs and values of Japan, trying to see how they are slowly changing and whether this is good or not so good for the country.					

### Sociolinguistics

English Language and Literature	YEAR: 2		Fall	<input type="radio"/>	Spring
Sociolinguistics studies the link between language and culture; or specifically the context of situation, the core skill for effective literary interpretation. "No context, no text," the well-known dictum, expresses squarely the importance of context. Without it, human communication--whether literary or not--makes little sense. Meaning					

(sense) emerges from the interaction (situation) between language and culture (context). Generally a Frenchman thinks and communicates like a Frenchman; an American like an American; a Japanese like a Japanese. Full appreciation of this phenomenon (the role of culture) develops by detecting and understanding the contextual features of communication. The main study areas of the course are social identity, ethnicity, gender, and culture and how they feature in communication.

### Language and Culture

English Language and Literature	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>“Language &amp; Culture” develops understanding of the context of situation, the core skill for effective literary interpretation. “No context, no text,” the well-known dictum, expresses squarely the importance of context. Without it, human communication--whether literary or not--makes little sense. Meaning (sense) emerges from the interaction (situation) between language and culture (context). Generally a Frenchman thinks and communicates like a Frenchman; an American like an American; a Japanese like a Japanese. Full appreciation of this phenomenon (the role of culture) develops by detecting and understanding the contextual features of communication both verbal and nonverbal and how linked to cultural identity, values, and beliefs.</p>					

### Translation I

English Language and Literature	YEAR: 2		Fall	<input type="radio"/>	Spring
<p>This course explores fantasy in translation between genres and between cultures. We shall examine selected fantasy stories and their movie adaptations. This should provide students with an insight into the essential features of artistic genres, and their influence on each other. It will also allow us to consider how literature and cinema can provide an understanding of the similarities and differences between cultures.</p> <p>In the first semester the focus will be on Europe (mainly Britain) and the USA. In the second semester the attention shifts to Japanese adaptations by Studio Ghibli of British and American stories.</p>					

### Translation II

English Language and Literature	YEAR: 2	<input type="radio"/>	Fall		Spring
<p>This course explores fantasy in translation between genres and between cultures. We shall examine selected fantasy stories and their movie adaptations. This should provide students with an insight into the essential features of artistic genres, and their influence on each other. It will also allow us to consider how literature and cinema can provide an understanding of the similarities and differences between cultures.</p> <p>In this semester the focus will be on Japanese adaptations by Studio Ghibli of British stories.</p>					

### Interlingual Communication I

English Language and Literature	YEAR: 2		Fall	<input type="radio"/>	Spring
<p>This course aims to engage the students in discussions about contemporary Japanese culture, whilst also providing them with some opportunities to compare and contrast their own environment with that of people in other countries.</p>					

Students will have to talk about (and explain) aspects of Japanese culture and lifestyle in English, so the participants will be required to display self-confidence in discussions, and demonstrate a learned interest in Japanese culture and cultural differences.

Students who have already travelled overseas, or who have a keen interest in communicating with foreigners, will benefit the most from this course.

### Interlingual Communication II

English Language and Literature	YEAR: 2	○	Fall		Spring
<p>Interlingual Communication I should be regarded as a kind of prerequisite for this course because the students will build on the ideas and theories developed in the earlier course. Furthermore, students will endeavor to discover the key to “good” communication by analyzing problems in cross-cultural communication. Areas of study will include such things as: misunderstandings caused by Japanese English words and expressions; misinterpretation of gestures; and other cultural conundrums.</p>					

### Seminar 2

English Language and Literature	YEAR: 3	○	Fall	○	Spring
<p>In this two-semester course, students practice translating short texts in various genres, with a focus on identifying issues of cultural and linguistic transfer in the texts. Different translation approaches and methods are taught and discussed, and students apply these to explaining their own work as well as that of other translators. Students choose a text for translation and report on their progress in presentations. The presentations should integrate the theories examined in class, with students explaining their choice of text, the translation issues it poses, and their proposed solutions.</p>					

### Seminar 3

English Language and Literature	YEAR: 3	○	Fall	○	Spring
<p>This seminar will develop students' knowledge of selected works of Victorian fantasy, in the broad context of nineteenth-century British culture.</p> <p>We shall deepen the exploration of the changing relations between men and women, and between adults and children involved in the writing and reading of fantasy literature. This should reflect on other important concerns of the time: whether art should be moral, entertaining, or both; the rights and wrongs of using literature to escape from one's real life; and the importance of secrecy in Victorian society, of both hiding and expressing thoughts and feelings. The focus this semester will be on adult and adolescent fantasy.</p>					

**Seminar I-A (Spring) or II -A (Fall)**

Early Childhood Education and Care YEAR: 3

 Fall  Spring

Early childhood education and care in Japan

This class teaches students about the current system of early childhood education and care (ECEC) in Japan, including the contents of the national guidelines for ECEC. Students will study the living condition of young children and their families in modern society and will reflect on the main goals of ECEC.

**Seminar I-B (Spring) or II-B (Fall)**

Early Childhood Education and Care YEAR: 3

 Fall  Spring

Traditional toys and educational materials for ECEC

This class focuses on the use in ECEC of traditional Japanese toys and educational materials, such as *origami* (paper folding), *kamishibai* (story telling with picture cards), *kendama* (cup and ball), *takeuma* (stilts), *koma* (spinning top), *ayatori* (cat's cradle), *dorodango* (making clod balls), and others. Students will practice using these materials and reflect on their effectiveness for various aspects of children's development.

**Seminar I-C (Spring) or II-C (Fall)**

Early Childhood Education and Care YEAR: 3

 Fall  Spring

Study visits to institutions for young children

Students will visit institutions for young children and their families, such as a daycare center, a kindergarten, a child-rearing support center, a special needs education and care center, and a child play center. Each visit will offer the chance to interact with children through play, in order for students to gain understanding of children's needs and the functions of each institution.