

Tokyo Gakugei University International Student Education Program (TGU ISEP)
2019 Spring Semester Courses

2019/03/20

1. Regular Courses

	Mon / 月曜日	Tue / 火曜日	Wed / 水曜日	Thu / 木曜日	Fri / 金曜日
I 8:50- 10:20					
II 10:30- 12:00			The Aesthetics and Affects of Cuteness (Joshua P. DALE) 【N107】		Cultural Social Psychology of the Japanese (SUGIMORI Shinkichi/David Wong) 【C103】
III 12:50- 14:20	Japanese Martial Arts: Judo (KUBOTA Hiroshi) 【Judo Hall*】	Educational System and School Reform in Japan (SUEMATSU Hiroki) 【N407】	Global Japan Studies A (ARISAWA Shino/David Wong) 【N407】	Cycling (WATANABE Masayuki) 【in front of Table Tennis Gymnasium*】	
IV 14:30- 16:00	Exploring the Cultural Diversity of Japan (I) (ARISAWA Shino) 【N202】	Cross-cultural Ideas and Activities (TODA Takako) 【W201】			Introduction to Psychophysiology (IKEDA Kazunari) 【N104】
V 16:10- 17:40	Theatre Workshop (TAKAO Takashi) 【Exhibition Room 2*】			Cross-cultural Discussion and Presentation (TODA Takako) 【N102】	

2. Intensive Courses

1	Aquatic Sports – Swimming (MORIYAMA Shinichiro)
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<Notes for venues>

- * Judo Hall (柔道場)
- * Exhibition room 2 (芸術館展示室2): 2nd floor, Art Hall (芸術館)
- * Music Lecture Room 2 (第二音楽講義室): 3rd floor, Arts and Sports Science Division Research Building No2 (芸術・スポーツ2号館)
- * Cycling class will be held in N107 in case of rain.

List of Courses

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Asterisk courses are provided for the regular students of Tokyo Gakugei University:

(*) liberal arts course (CA course) for undergraduate students;

(**) specialized course (SA course) for undergraduate students majoring in the International Education;

(***) elective course for primary school teachers in-service and post graduate students

Course descriptions

Listed below are brief outlines of the ISEP courses available this semester. Please note that the following academic program information is subject to change depending on circumstances. Please note that students are required to pay their own expenses, such as travel fees and costs for necessary materials in case the course includes field trips and hands-on workshops. Ask each Instructor about an estimated amount.

Regular Courses

Title of the Course	Global Japan Studies A
Instructor	ARISAWA, Shino
Aim and Learning Goals	Through conducting collaborative study projects together with students from various countries and cultures, participants will gain global perspectives to consider issues related to Japanese society and culture.
Description	International and Japanese students will set out the themes for their collaborative research projects from the international students' questions occurring while living in Japan. For example, from questions of "Can women in Japan say 'ore [me in masculine form] to refer to herself?", "Why are there only old people working in Japan's bicycle parking lot?", and "Are they all 'otaku' who are walking in Akihabara?", research themes, such as "Gender awareness of university students" and "Sense of satisfaction in the aging society", and "Images of subculture consumers" can be drawn. Comparative studies with other countries are also encouraged to gain wider perspectives. Themes can be drawn from humanities, social studies, culture, arts, and sports. Once the research themes are set up, survey plans including literature search, fieldwork, and questionnaire survey will be planned, and research methods and group members' roles will be discussed. After conducting survey, each group will give a presentation and discussions in class in order to develop their ideas further.
Textbooks	No specific textbook is required.
Relevant Readings	Students will find their own relevant reading materials. The instructor will also provide reading materials if necessary.
Assessment and Grading	Participation to collaborative works and presentations 60%; Final report 40%
Schedule	To be confirmed in the first class. <ol style="list-style-type: none"> 1. Orientation: Initial questions about Japan 2. Discussion: More questions about Japan 3. Group work: Project topics 4. Discussion: Project topics 5. Group work: Project plans 6. Discussions: Share project plans 7. Group work: Conduct survey 8. Group work: Conduct survey 9. Group work: Conduct survey 10. Presentation and discussion 11. Presentation and discussion 12. Presentation and discussion 13. Presentation and discussion 14. Presentation and discussion 15. Summary and final discussion
Additional Self-study	Look up relevant materials on your research topic; Conduct fieldwork; Prepare presentations with your group members.
Keywords	Japan, society, culture, language, communication, fieldwork
Notes	English conversation skills are required.

Course title	Educational System and School Reform in Japan
Instructor	SUEMATSU Hiroki
Aim and learning goals	We will focus on understanding educational system and school reform in Japan especially focusing on modern educational policies, educational reform and education management environment.
Description	<p>To understand Japanese education system and school reform, we first understand the trends of modern society changes and accompanying educational policy. On that basis, we will deepen our understanding on Japanese education from administrative, institutional and managerial perspectives and consider contemporary issues concerning educational collaboration in schools, parents, and communities in the globalisation era.</p> <p>Specifically, we will examine changes in the educational system and issues, such as privatisation of schools, marketisation of education, issues of professional development in the mass retirement / mass recruitment of school staff, and international trends in the school management environment, and so on.</p>
Textbooks	Will be distributed accordingly.
Relevant readings	Will be informed accordingly.
Assessment and grading	Participation level to the class activities (40%) Report (60%)
Schedule	<ol style="list-style-type: none"> 1 On how to proceed the class 2 Educational Reform and Education System in Japan 3 School Reform and Regulatory Reform 4 School System and School Administration & Management 5 From Management to Leadership in School 6 Distinctive School Reforms 7 On National Curriculum 8 Lesson Studies 9 Bullying Problems and Educational Policy 10 Professional Development for Teachers 11 Professional Development for School Leaders 12 Community Involvement to Schools 13 Parents and Local Communities for School Management 14 Leadership and Communication in Schools 15 Review of the class
Additional self-study	Analysis of Japanese policy documents and educational practice
Keywords	Educational System, School Reform, School Leadership, Professionalisation of Teachers
Notes	In the class, we will ask for active discussion and participation in presentation.
Message for students	From various perspectives, we would like to consider the educational problems and educational reforms in each country in addition to Japan and discuss them.

Course title	Cross-cultural Ideas and Activities
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class for new Japanese undergraduate students who are interested in cross-cultural learning. For overseas students, the purpose of this class is to develop their presentation and activity-organizing skills to cross-cultural members in English, brush up on their Japanese, and gain knowledge of various nuances in the practical use of Japanese. Considering the wide range of differences in students' language levels and studying needs, the class will be managed using a unique method.
Description	<p>The first half of each class will be the whole-class session.</p> <p>It will be organized by the students' own ideas to promote their cross-cultural understanding and encourage each other in their studies, such as giving introductory speeches, introducing ice-breaking games, showing slides and videos of their hometowns, showing some items to explain their specialization, introducing their research topics, organizing an original class to learn something, teaching all the members something new, or arranging activities that classmates can join in the classroom. Afterward, all students will get 10 minutes to prepare discussion materials for group language sessions. As preparatory homework, they will select five to ten new sentences to remember from books or websites for future use. They will write them down on the Preparatory Sheet for discussion. Each class period, students will form cross-cultural groups of three to four members so all the class members are included, which will help with the final day's activity.</p> <p>The latter half of each class will be the cross-cultural group language session.</p> <p>Each student will prepare five to ten new sentences to remember for his/her own future use.</p> <p>Advanced learners of Japanese may prepare sentences that might be useful for any future job or job hunting, focusing on honorific expressions or specialized vocabulary.</p> <p>Beginners in Japanese may prepare sentences that include new kanji or phrases. Japanese students will prepare these sentences in English. In the cross-cultural group session, each member will present the sentences by reading them out loud and illustrating to the other group members how they might be used in future scenarios in English or Japanese. If a member listening finds that some sentences are not commonly used in his/her native language, he or she will inform the speaker and discuss suitable alternatives. Students will discuss the various nuances of practical use of the sentences or the problems with translation of English into Japanese.</p> <p>When every group member finishes his/her short presentation of the new sentences and discussion, the group members will exchange and sign their Attendance Record Sheets, adding short messages to encourage and motivate other members. For the messages, students can use their native languages. Students will submit a term report on both presentations for the whole class, the new sentences, and the result of discussion in the group language activities.</p> <p>On the final class day, each student will make a traditional Japanese Yosegaki on Shikishi board as a souvenir, exchanging messages with all classmates. It will become a memory of the co-learning activity class.</p>
Textbooks	
Relevant readings	Some readings on translation problems will be introduced in the class for advanced discussion in the group language session.
Assessment	Submission of Attendance Record Sheet Submission of term report on student's learning in presentation and the language session.
Schedule	The first class: Orientation The 2nd–14th classes: Whole-class session (presentations and activities prepared from students' ideas), Group Language session (brushing up on language and discussions on the difference of nuances in the practical use of words). The final class: Making souvenir Shikishi as a farewell activity. Submission of Attendance Record Sheet and term report for credit.
Additional self-study	Preparation for class presentation and group language session.
Keywords	Organizing cross-cultural activities. Discussions of various nuances of practical Japanese.
Notes	
Message for students	In the first part of the class, students will enjoy cross-cultural planning of activities, and in the second part, they will have the opportunity to learn the nuances of Japanese usage in various situations.

Course title	Cross-cultural Discussion and Presentation
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class with Japanese students who are interested in active learning in the era of globalization but have not experienced this kind of opportunity in a cross-cultural situation. For overseas students, the purpose of this class is to gain a perspective on cross-cultural understanding and form a vision of leadership and teambuilding for their professional lives.
Description	Students will join a cross-cultural group based on their interests. Five topic groups are formed for each class. Group 1: Reference reading and discussion group. Each member will select a chapter from the references and discuss the content from a cross-cultural perspective. This group may be divided into smaller groups according to the selected topics and language. Group 2: Discussion for the translation group. Each member will select a paragraph from the references and discuss its language usage, including nuance and expressions. As some bilingual books have been selected, English expressions and their Japanese translation can be compared using the model translation. After the translating activity, you will discuss the points that may help verbal communication in cross-cultural understanding. Group 3: Experience analysis group. Interview a member about his/her experiences of imperfect communication in Japan and analyze the case, giving some possible reasons for the miscommunication. Group 4: Education major group. Those who are interested in teaching and learning will gather in this group and compare the educational situation in group members' home countries. They will discuss possible solutions for the problems they face and create the next vision of education from a globalized perspective. Group 5: Communication group. Members will experience cross-cultural talk freely and develop a discussion to gain tips for cross-cultural understanding for beginners from the perspectives of verbal and non-verbal communication. When a certain consensus or conclusion is reached, the group members will give their presentations, showing their sheets with an iPad to the whole class bilingually. Each group will write notes or draw a mind map of their group discussion on the Group Discussion Report Sheet. As many of the Japanese students here have not yet gotten used to classes organized in English, those who can translate the presenters' English into Japanese can act as interpreters. Students' performance as presenters, interpreters, discussion leaders, note-takers, mind-map drawers, and speech-manuscript writers will be reported on the Class Contribution Sheet, which will go toward their final evaluation and score. On the final class day, each student will make a traditional Japanese Yosegaki on Shikishi boards as souvenirs and exchange messages with all classmates. It will be a memory of the co-learning class.
Textbooks	
Relevant readings	Harvard Business School Publishing Corporation. <i>HBR's 10 Must Reads on Leadership</i> . Harvard Business Review Press, 2010 (Japanese edition. Diamond, Inc., 2018). Meyer, Erin. <i>The Culture Map, Decoding How People Think, Lead, and get Things Done Across Cultures</i> . International edition. PublicAffairs, 2015 (Japanese edition. Eiji Press, 2015).
Assessment and grading	1. Submission of Attendance Record Sheet (with three classmates' signatures on each attended date) 2. Submission of Class Contribution Sheet (on the roles in class activities) 3. Submission of Term Report (on cross-cultural findings throughout the class activities)
Schedule	The first class: Orientation. The 2nd –14th classes: Group discussion. Preparation for the whole-class presentation. Translation for bilingual presentation. Whole-class presentation and discussion. The final class: Making souvenir Shikishi as a farewell activity. Submission of Attendance Record Sheet and term report for credit.
Additional self-study	Preparation for class discussions and presentations.
Keywords	Group discussion and presentation, Cross-cultural understanding, Leadership in the globalized world.
Notes	
Message for students	You will enjoy the class and get some hints to form a new vision of leadership for your future.

Course title	Cultural Social Psychology of the Japanese
Instructor	SUGIMORI Shinkichi/ David Wong
Aim and learning goals	Through this course, students are expected to deepen their understanding not only of the Japanese culture, but also of their own cultural way of thinking, reasoning, and behavior.
Description	In this class, we will discuss about the foreign students' questions on Japanese customs and behavior. Through the students' presentations, discussion, and lectures, the students will be able to deepen the understanding of the Japanese cultural social psychology.
Textbooks	
Relevant readings	I will assign appropriate learning materials in the class.
Assessment and grading	Attendance (30points: First absence: -5points, other absences: -10points) Discussion (20points: contribution to the class discussion) Presentation(30 points) Final report (20points)
Schedule	1 .Orientation Self-introduction and explanation of students' presentation 2. - 3. Lectures on the Japanese way of thinking and behaviour. The theme addresses such topics as “why Japanese people are hesitant to talk with foreigners?” (e.g., the communication patterns of the Japanese), “how Japanese people express aggressiveness?”, “bullying in Japanese schools”, etc., according to the students' curiosity. 4. – 14. Students' presentation, discussion, and commentary lectures. 15. Final remarks and discussion.
Additional self-study	Students are encouraged to review appropriate academic books and articles concerning their own research questions.
Keywords	cultural social psychology, Japanese customs, mindset, cross cultural understanding
Notes	
Message for students	Through inquiring of cultural comparison, I hope you will also deepen your understanding of your own culture.

Course title	Introduction to Psychophysiology
Instructor	IKEDA Kazunari
Aim and learning goals	In this course, students are encouraged to learn the knowledge about the mind and brain, and also organize biopsychological ideas through presenting own thoughts in oral and written formats.
Description	In psychophysiology the relation of mind with body is studied via measuring physiological responses under some psychological situation. If persons feel goodwill toward somebody, for instance, their pupils in eyes would be dilated in addition to slowing of their heart rates. This course would introduce participants to basic and applied knowledge in psychophysiology.
Textbooks	No textbook is used in this lesson whereas the following books might be referenced.
Relevant readings	Andreassi, J. L. (2006). Psychophysiology, 5th ed. Lawrence Erlbaum Associates. Hugdahl, K. (2001). Psychophysiology, revised ed. Harvard University Press. Cacioppo, J. T., Tassinary, L. G., & Berntson, G. G. (2017). Handbook of Psychophysiology, 4th ed. Cambridge University Press.
Assessment	60%: Weekly comment (150 words × 12 weeks) 40%: Oral presentation
Schedule	<ol style="list-style-type: none"> 1. Orientation 2. Basic Concepts in Psychophysiology 3. Mind and Body 4. Bioelectric Measurement 5. Electrodermal Activity 6. Cardiovascular Activity 7. Respiratory Responses 8. Oral presentations on topics chosen from class 5-7 9. Eye Responses 10. Muscle Activity 11. Electroencephalography 12. Oral presentations on topics chosen from class 9-11 13. Neuroimaging 14. Lie Detection 15. Oral presentations on topics chosen from class 13-14
Additional self-study	Students are recommended to explore academic resources based on their critical mind.
Keywords	mind, behavior, brain
Notes	
Message for students	

Course title	The Aesthetics and Affects of Cuteness
Instructor	Joshua Dale
Aim and learning goals	To study and conduct research on the popularity of cuteness, especially kawaii, plus Japanese popular culture in general.
Description	<p>The rapid rise of cuteness in the 21st century has seen a worldwide explosion of cute cultures, including kawaii. Though cuteness is spreading more and more widely in popular culture, it is just beginning to become the object of serious academic inquiry. What does the cuteness response reveal about human relationships: to objects, to each other, and to our companion species?</p> <p>The lectures will on the spread of Japanese kawaii around the world, with comparisons to the concept of cuteness in other cultures. However, oral presentations may be on any aspect of Japanese popular culture that has become popular abroad. (subject to approval by the instructor). Topics may include manga, anime, games, cosplay, fashion, bento, etc.</p>
Textbooks	On reserve at the library.
Relevant readings	Reading/viewing material will consist of selected short essays and videos. The format of the class is lecture and discussion.
Assessment and grading	<p>Short writing assignments and group projects:: 20%</p> <p>Oral Presentation: 10%</p> <p>Final report: 70%</p>
Schedule	<ol style="list-style-type: none"> 1. The etymology of “cute” with comparison to “kawaii” 2. Theories of cute Part 1, Konrad Lorenz, Mickey Mouse and teddy bears 3. Theories of cute: Part 2, comparison to “kawaii” 4. Aggression and violence in cuteness 5. Scientific analyses of cuteness 6. Oral presentations, day 1 7. Oral presentations, day 2 8. Cuteness in domesticated animals. 9. Cuteness and masculinity. 10. Individual oral presentations, day 1 11. Individual oral presentations, day 2 12. Individual oral presentations, day 3 13. Discussion of final report topics 14. Preparation for final report 15. Last lecture.
Additional self-study	
Keywords	international culture, Japanese culture, cuteness, kawaii
Notes	
Message for students	

Course title	Exploring the Cultural Diversity of Japan (I)
Instructor	ARISAWA Shino
Aim and learning goals	Conducting discussions and study projects together with students from various countries, participants gain multiple perspectives of Japan's culture by looking at "matsuri" festivals.
Description	This course investigates <i>matsuri</i> festivals across Japan, looking both at large scale ones where millions of tourists gather to watch grand processions as well as small ones performed exclusively for local communities. Looking at various aspects, such as religion, music and dance, gender, community, and tourism, weekly lecture introduces key issues of Japan's <i>matsuri</i> . Apart from classroom activities, students will conduct a group fieldwork, visiting their chosen <i>matsuri</i> around Tokyo, and will give presentations on their findings. We will also look at modern development of <i>matsuri</i> , discussing their changes and adaption to the contemporary society, and will have group project of creating <i>matsuri</i> for the contemporary society.
Textbooks	No specific textbook is required.
Relevant readings	Some useful reading materials will be introduced in class, but students are expected to search for relevant materials for their projects.
Assessment and grading	1) Field work report (1000 words): on the findings from your fieldwork project 50% 2) Final report (1000 words): on the theme of 'roles of <i>matsuri</i> ' today 50%
Schedule	<u>Tentative (to be confirmed in the first class)</u> 1. April 15: Orientation: What is <i>matsuri</i> ? 2. April 22: Group work: Planning fieldwork project 3. May 6: Example 1: <i>Mikoshi</i> sacred palanquin 4. May 13: Example 2: <i>Dashi</i> float 5. May 20: Presentation on fieldwork project 6. May 27: Example 3: <i>Bon odori</i> dance and music 7. Jun 3: Example 4: <i>Shishi-mai</i> sacred beasts 8. Jun 10: Presentations on fieldwork project 9. Jun 17: Presentations on fieldwork project 10. Jun 24: Example 5: Natural disaster and its impact on <i>matsuri</i> 11. Jul 1: Example 6: Modern <i>matsuri</i> 12. Jul 8: Group work for modern <i>matsuri</i> project 13. Jul 15: Presentations on modern <i>matsuri</i> project 14. Jul 22: Presentations on modern <i>matsuri</i> project 15. Jul 29: Summary
Additional self-study	Visit as many <i>matsuri</i> as possible.
Keywords	<i>Matsuri</i> , festival, religion, music, dance, gender, community, tourism
Notes	You need to pay for the expenses of your own fieldwork.
Message for students	Let's enjoy <i>matsuri</i> .

Course title	Theatre Workshop
Instructor	TAKAO Takashi
Aim and learning goals	The aim of this course is to experience a theatre workshop.
Description	The class is constructed with games, activities and group works based on a theatre theory called "impro"(improvisational theatre). International (ISEP) students and Japanese students will be mixed at the class. Students will be able to experience cross cultural communication including both verbal and non-verbal. We might make a group theatre performance. Theatrical experience is not needed. Active participation will be welcomed.
Textbooks	None.
Relevant readings	Johnstone, Keith "Impro: Improvisation and the Theatre" Routledge, 1979 Johnstone, Keith "Impro for Storytellers" Routledge, 1999
Assessment and grading	Attendance, class participation and final report.
Schedule	A curriculum will be designed according to the students.
Additional self-study	Reflection and reading relevant books.
Keywords	playfulness, spontaneity, imagination, creativity, storytelling, courage, facilitation, communication and collaborative innovation
Notes	
Message for students	

Course title	Japanese Martial Arts - Judo
Instructor	KUBOTA Hiroshi
Aim and learning goals	In this course, students will come to understand some fundamental techniques of Judo.
Description	This lesson is designed for beginners. You will learn Japanese traditional behavior through practicing Judo: how to put on Kimono, walk on Tatami, make Japanese bow, etc. You will also come to understand some fundamental techniques of Judo. Simultaneously, we will consider the educational implication of Judo.
Textbooks	No specific textbook is required.
Relevant readings	
Assessment and grading	The attendance attitude 50% Judo skill test 40% Report 10%
Schedule	<ol style="list-style-type: none"> 1) Orientation 2) History and characteristics of Judo 3) Fundamental skills (Ukemi, Taisabaki, etc.) 4) Throwing techniques [Nage waza] (part 1) 5) Throwing techniques (part 2) 6) Throwing techniques (part 3) 7) Groundwork techniques [Katame waza] (part 1) 8) Groundwork techniques (part 2) 9) Groundwork techniques (part 3) 10) Forms for throw (formal exercise, part 1) 11) Forms for self-defense (formal exercise, part 2) 12) Practical techniques (combinations) 13) Practical techniques (counter attack) 14) The rules and methods of the match 15) Skill tests and evaluation
Additional self-study	
Keywords	<i>Kano Jigoro</i> , JUDO
Notes	
Message for students	

Course title	Cycling
Instructor	WATANABE Masayuki
Aim and learning goals	Firstly students are familiarized racing cycle, secondary learn the maintenance of cycle. Finally they practice the gearshift technique using toe clip.
Description	<p>Cycle sports are the most popular sports in Japan. In this class students will be able to ride racing cycle, tandem cycle and hand bike. Tandem cycle is for two persons use. The hand bike is pedaled by both hands.</p> <p>A)Racing cycle ; Riding cycle makes you feel a wind. B)Tandem cycle ; Both riders cooperate in riding.. C)Hand bike ; Using both hands not feet and legs you pedal.</p>
Textbooks	No textbook is required.
Relevant readings	Students easily find any cycle information by internet.
Assessment and grading	Cycle performance test is most important (90%) and the other report (10%).
Schedule	<p>Familiarization process ;</p> <p>A)Racing cycle : round in university campus B)Tandem cycle : slower race (The winner is the slowest riding.) C)Hand bike : dual slalom race</p> <p>Racing cycle ;</p> <p>A)The maintenance of cycle (air, saddle height, brake, oil, gear) B)Round practice in university campus. C)Short touring by cycle for</p> <p>1) Koganei park 2)Kurogane park 3)Nogawa park 4)Kodaira folk village 5)Kurabone Saka 6)Musashikokubunji Area 7)Shrine Nukui jinja</p> <p>D)Practice gearshift technique using toe clip.</p> <p>Tandem cycle ;</p> <p>The former rider need communication with the rear, because the rear is wearing eye mask.</p> <p>Hand bike ;</p> <p>Time check for round one block (distance 640m) will be operated.</p>
Additional self-study	If someone want to ride or practice more, please tell me. Extra touring is available.
Keywords	cycle, racing cycle, tandem, hand bike,
Notes	The helmet is available.
Message for students	Please enjoy various cycles.

Intensive courses

Course title	Aquatic Sports - Swimming
Instructor	MORIYAMA Shinichiro
Aim and learning goals	This course aims to have students learn how to swim according to the official rules and understand water safety.
Description	<p>This is a course designed for beginners, however, competitive swimmers are also welcome. The class will be conducted in accordance with the individual swimming skill.</p> <p>This is an intensive course held on Saturday afternoons from mid-June to July.</p> <p>An orientation will be held in April.</p> <p>Learning objectives are following.</p> <ul style="list-style-type: none"> ● Be able to understand water safety. ● Be able to demonstrate improved skill performance in swimming strokes (front crawl, backstroke, breaststroke and butterfly stroke) including breathing during swimming. ● Be able to swim faster and more beautifully. <p>What you need to prepare:</p> <p>A swimsuit, towels, and goggles for swimming, a T-shirt and writing materials.</p> <p>If you have questions, feel free to contact the instructor by email or visiting his office.</p>
Textbooks	No specific textbook is required.
Relevant readings	To be Introduced in class suitably.
Assessment and grading	Your final grade in the class will be decided calculated according to the following: Swimming skill test (70%) and a fraction of in-class contribution attitude (including class attendance) in class (30%)
Schedule	<p>Tentative (To be confirmed in the first class)</p> <ol style="list-style-type: none"> 1. Orientation, 12:10 pm on April 18 (Thu) at the lecture room <u>S201</u>. 2. Review students' swimming stroke skills (for example, front crawl). 3. Practice floating in the prone position from the wall and freestyle leg kick. 4. Practice freestyle leg kick and arm stroke. 5. Practice floating in the spine position form the wall and backstroke leg kick. 6. Practice backstroke leg kick and arm stroke. 7. Practice breaststroke leg kick and arm stroke 8. Practice butterfly leg kick and arm stroke 9. Combine all strokes and turn. 10. Review students' swimming stroke skills. 11. Practice swimming with fully-clothed (1) 12. Practice swimming with fully-clothed (2) 13. Practice aquatic sports (1) 14. Practice aquatic sports (2) 15. Performance exam <p>※It is planned to collaborate with sports fitness class in Japanese collegiate students sometimes.</p> <p>Contact: moriyama@u-gakugei.ac.jp</p>
Additional self-study	Watching web sites for swimming technique.
Keywords	Swimming, fully-clothed
Notes	<p>In case you have some health problem, you need to submit a medical certificate that describes your health condition as well as doctor's permission for swimming.</p> <p>The schedule may change depending on the weather.</p>
Message for students	<p>Let's enjoy swimming!</p> <p>Keep your physical condition.</p> <p>Remove accessories and wrist watches for your safety and other's safety.</p>