

**Tokyo Gakugei University International Student Education Program (TGU ISEP)**  
**2020 Spring Semester Courses**

2020/04/22

**1. Regular Courses**

|                        | Mon / 月曜日   | Tue / 火曜日   | Wed / 水曜日   | Thu / 木曜日   | Fri / 金曜日  |
|------------------------|---|---|---|---|--|
| I<br>8:50-<br>10:20    |   |   |   |   |  |
| II<br>10:30-<br>12:00  |   |   | The Aesthetics and<br>Affects of Cuteness<br>(Joshua P. DALE)<br>【N207】 |   | Cultural Social<br>Psychology of the<br>Japanese<br>(SUGIMORI Shinkichi /<br>David WONG)<br>【C103】 |
| III<br>12:50-<br>14:20 | <del>Japanese Martial Arts:<br/>Judo<br/>(KUBOTA Hiroshi)<br/>【Judo Hall*】</del><br>Cancelled due to the<br>coronavirus | Educational System and<br>School Reform in Japan<br>(SUEMATSU Hiroki)<br>【N407】   | Global Japan Studies A<br>(ARISAWA Shino /<br>David WONG)<br>【N407】     | <del>Cycling<br/>(WATANABE Masayuki)<br/>【in front of Table Tennis<br/>Gymnasium*】</del><br>Cancelled due to the<br>coronavirus |  |
| IV<br>14:30-<br>16:00  | Exploring the Cultural<br>Diversity of Japan (I)<br>(ARISAWA Shino)<br>【N202】   | Cross-cultural Ideas and<br>Activities (SA)<br>(TODA Takako)<br>【W201】  |   | Cross-cultural Discussion<br>and Presentation<br>(TODA Takako)<br>【N102】  | Introduction to<br>Psychophysiology<br>(IKEDA Kazunari)<br>【N104】                                  |
| V<br>16:10-<br>17:40   | Theatre Workshop<br>(TAKAO Takashi)<br>【Exhibition Room<br>3*】  | ← Instead of hands-on<br>workshop, this course<br>will focus on reading<br>theatre related materials<br>and writing short reports |   |   |  |

**2. Intensive Courses**

|   |   |
|---|---|
| 1 | <del>Aquatic Sports—Swimming<br/>(MORIYAMA Shinichiro)<br/>【Swimming Pool(水泳プール)】</del> Cancelled due to the coronavirus. |
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<Notes for venues>

- \* Judo Hall (柔道場)
- \* Exhibition room 3 (芸術館展示室3): 2<sup>nd</sup> floor, Art Hall (芸術館)
- \* Music Lecture Room 2 (第二音楽講義室): 3<sup>rd</sup> floor, Arts and Sports Science Division Research Building No2 (芸術・スポーツ  
2号館)
- \* Cycling class will be held in N407 in case of rain.

**NB** - Anyone whose English proficiency is good enough can take ISEP courses. Please read the syllabus of each course carefully and take any courses of your interest. However, Global Japan Studies is only available for the students enrolled specifically in the International Student Education Program (ISEP), and other students are not permitted to attend this course.

## List of Courses

|                   | Course title  | Credits | Page |
|-------------------|---|---------|------|
| Regular courses   |   |         |      |
| 1                 | Global Japan Studies A (Compulsory for ISEP students, not open to other students) | 2       | 3    |
| 2                 | Educational System and School Reform in Japan                                     | 2       | 4    |
| 3                 | Cross-cultural Ideas and Activities (**)  | 2       | 5    |
| 4                 | Cross-cultural Discussion and Presentation (***)                                  | 2       | 6    |
| 5                 | Cultural Social Psychology of the Japanese (*)                                    | 2       | 7    |
| 6                 | Introduction to Psychophysiology (*)  | 2       | 8    |
| 7                 | The Aesthetics and Affects of Cuteness  | 2       | 9    |
| 8                 | Exploring the Cultural Diversity of Japan (I) (*)                                 | 2       | 10   |
| 9                 | Theatre Workshop (*)  | 2       | 11   |
| 10                | Japanese Martial Arts - Judo  | 1       | 12   |
| 11                | Recreation and Sports in Japan: Cycling   | 1       | 13   |
| Intensive courses |   |         |      |
| 12                | Aquatic Sports -Swimming  | 1       | 14   |

Asterisked courses are provided as part of the liberal arts courses (\*CA), and specialized courses for the regular undergraduate students (\*\*SA) and postgraduate students (\*\*\*) of the Tokyo Gakugei University.

## 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

|                        |  |
|------------------------|--|
| Course title           | <b>Global Japan Studies A</b>  |
| Instructor             | ARISAWA Shino / David Wong   |
| Aim and learning goals | Acquire the practical ability of conducting research, and develop critical skills in thinking, planning, investigating, discussing, and presenting ideas in oral and written formats.  |
| Description            | This course is <b>COMPULSORY</b> and <b>ONLY AVAILABLE</b> for the students enrolled in the <b>ISEP</b> . Students pursue individual study projects under the guidance of academic advisors and bring their works in progress to class for discussions in order to help each other with developing ideas. Individual study topics can be chosen from students' own interests, including social and cultural issues, arts, literature, politics, and education. Throughout the course, students will learn basic knowledge and skills for conducting research, including writing literature reviews, setting up methodologies, making analyses, and arguing in critical and logical ways. Some workshops by guest teachers and fieldwork trips around Tokyo will also be held in order to broaden students' perspectives on Japanese society and culture. |
| Textbooks              | No specific textbook is required.  |
| Relevant readings      | Students will find their own relevant reading materials.   |
| Assessment and grading | 1) Oral presentation on individual Study 50%<br>2) Reports on workshops and fieldwork trips 50%  |
| Schedule               | Tentative (to be confirmed in the first class)<br>1. Orientation<br>2. Group work – prepare your survey (1)<br>3. Group work – prepare your survey (2)<br>4. Group work – prepare your survey<br>5. Workshop (1)<br>6. Workshop (2)<br>7. Presentations – result of your survey<br>8. Presentations – result of your survey<br>9. Presentations – result of your survey<br>10. Presentations – result of your survey<br>11. Fieldwork (1)<br>12. Fieldwork (2)<br>13. Final discussions and summary  |
| Additional self-study  | Work on your own individual study  |
| Keywords               | Japanese culture and society, independent research, fieldwork  |
| Notes                  |  |
| Message for students   |  |

|                        |  |
|------------------------|--|
| Course title           | <b>Educational System and School Reform in Japan</b>   |
| 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%)<br>Report (60%)  |
| Schedule               | <ol style="list-style-type: none"> <li>1 On how to proceed the class</li> <li>2 Educational Reform and Education System in Japan</li> <li>3 School Reform and Regulatory Reform</li> <li>4 School System and School Administration &amp; Management</li> <li>5 From Management to Leadership in School</li> <li>6 Distinctive School Reforms</li> <li>7 On National Curriculum</li> <li>8 Lesson Studies</li> <li>9 Bullying Problems and Educational Policy</li> <li>10 Professional Development for Teachers</li> <li>11 Professional Development for School Leaders</li> <li>12 Community Involvement to Schools</li> <li>13 Parents and Local Communities for School Management</li> <li>14 Leadership and Communication in Schools</li> <li>15 Review of the class</li> </ol> |
| 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           | <b>Cross-cultural Ideas and Activities</b>  |
| Instructor             | TODA Takako   |
| Aim and learning goals | <p>This class is a co-learning class with Japanese students who are going to be school teachers. Students will exchange two kinds of presentations; the first topic is on the places and livings in your familiar towns in the world (hometown, places you have ever lived or visited), and the second topic is on the ideas got n the activities you have focused on (club activities, volunteer activities, research activities, job-hunting activities etc.)</p> <p>The purpose of this class is to deepen your understanding of class members' interests, expressions and ideas and share the values of the same generation. As young people who will play a role in the future of the global era, you will transcend national and speciality borders and cultivate the foundation of leadership that will lead to the ideal earth through cooperation.</p>   |
| Description            | <p>Presentation I and II described below can be performed individually or making groups with classmates. You can have preparatory activities in the classroom, in the library, or using SNS communications. The date of your presentations will be decided in the class.</p> <p>Our first presentation topic is 'Traveling in the world'. You will create an attractive way to present a town or some towns you have lived, or you have been before as if the audience travels there with you. In this presentation, you will use power-point slides and website information and other materials.</p> <p>You will write a report on the summary of your presentation I, adding some findings gained by presenting it to the class.</p> <p>When you are in the part of listeners, you will ask questions or give positive comments to the presenter showing your interest to the town introduced. You will record your active attitude of class participation to the Class Contribution Sheet.</p> <p>Our second presentation topic is 'Ideas gained through an activity'. You will choose an activity you experienced which developed your scope to see things. You can select a topic in an activity to present from club activities, part-time jobs, volunteer activities, job-huntings, research activities for graduation thesis. You will prepare an accessible presentation on the subject activity for the listeners who may not have experienced before. At the end of the presentation, you will ask a question to the listeners. In response to the listener's answer, you will prepare some positive comments that will help the listener avoid hating, avoiding, or ignoring the activity and help them to have a positive image of the subject activity. You will report the comments you have prepared to the expected listeners' answer separately. If you have some findings to the prepared comments after the presentation time, you will write about it on the report.</p> <p>When you are in the part of listeners, you will answer the presenters' question. You will record it to the Class Contribution Sheet.</p> |
| Textbooks              |   |
| Relevant readings      |   |
| Assessment             | <p>1 Record of Presentation I</p> <p>2. Record of Presentation II</p> <p>3. Planned Comments to the listeners</p> <p>Additional report: Class Contribution Sheet</p>  |
| Schedule               | The date of your presentations will be decided in the class.  |
| Additional self-study  | Preparation for presentations.  |
| Keywords               | <p>Skills of attractive presentations to the cross-cultural members.</p> <p>Skills of leadership in the cross-cultural members</p>  |
| Notes                  |   |
| Message for students   |   |

|                        |   |
|------------------------|---|
| Course title           | <b>Cross-cultural Discussion and Presentation</b>   |
| Instructor             | TODA Takako   |
| Aim and learning goals | <p>This class is a co-learning class with new Japanese graduate students who are interested in the subject: Intercultural Understanding and Coexistence of Differences, yet have not experienced the cross-cultural atmosphere in their learning.</p> <p>For overseas students, the purpose of this class is to gain a new perspective on cross-cultural or intercultural understanding and symbiotic society, and also deepen understanding Japanese through class activities.</p>   |
| Description            | <p>Based on your interest, culture, or speciality, you can choose any topic for the presentation and class discussion if it is related to the class subject above.</p> <p>In the first session, you will write what you would like to share in the class and what you would like to ask classmates. You will introduce yourself briefly and share your ideas from the writing to the class.</p> <p>We will discuss our style of activities preparing presentations in April and June and our style of presentations in May and July.</p> <p>In April and June, you will have preparatory activities individually or in groups of similar interests, from the same culture, the same speciality.</p> <p>You can have preparatory activities in the classroom, in the library, and with SNS communications. You will record the contents of preparatory activities.</p> <p>Your presentation has to include these points.</p> <ol style="list-style-type: none"> <li>1.The explanation on the difference of concepts of keywords in your topic between English and Japanese.</li> <li>2.Website materials which make classmates understanding easier.</li> <li>3.Questions for class discussion related to the topic.You will record your presentation summary and write your cross-cultural findings after presenting it.</li> </ol> <p>Your presentation has to be performed both in English and Japanese. Those who perform classmates' translators will record their activities in Class Contribution Sheet. Some other contributions to activate the class activities will also be written in the sheet.</p> <p>The descriptions in your Class Contribution Sheet will also be evaluated for your credits.</p> <p>You will prepare the second presentation getting the new ideas from the first presentations and discussions.</p> <p>We will deepen our understanding of differences, moreover, see the common bases as a person living in the global era and the ways to accept differences and live together.</p> |
| Textbooks              |   |
| Relevant readings      |   |
| Assessment and grading | <ol style="list-style-type: none"> <li>1.Preparatory Activity Record.</li> <li>2.Record of Presentation I</li> <li>3.Record of Presentation II</li> </ol> <p>Additional report: Class Contribution Sheet</p>  |
| Schedule               | <p>Preparatory Activities in April and June</p> <p>Presentation and discussion in May and July</p>  |
| Additional self-study  | Preparation for class activities.   |
| Keywords               | Intercultural, Symbiosis, English and Japanese Bilingual, Active learning with Japanese students  |
| Notes                  |   |
| Message for students   |   |

|                        |   |
|------------------------|---|
| Course title           | <b>Cultural Social Psychology of the Japanese</b>   |
| 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)<br>Discussion (20points: contribution to the class discussion)<br>Presentation(30 points)<br>Final report (20points)  |
| Schedule               | 1 .Orientation<br>Self-introduction and explanation of students' presentation<br>2. - 3. Lectures on the Japanese way of thinking and behaviour.<br>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.<br>4. – 14. Students' presentation, discussion, and commentary lectures.<br>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           | <b>Introduction to Psychophysiology</b>  |
| 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.<br>Hugdahl, K. (2001). Psychophysiology, revised ed. Harvard University Press.<br>Cacioppo, J. T., Tassinari, L. G., & Berntson, G. G. (2017). Handbook of Psychophysiology, 4th ed. Cambridge University Press.   |
| Assessment             | 60%: Weekly comment (150 words × 12 weeks)<br>40%: Oral presentation   |
| Schedule               | <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Basic Concepts in Psychophysiology</li> <li>3. Mind and Body</li> <li>4. Bioelectric Measurement</li> <li>5. Electrodermal Activity</li> <li>6. Cardiovascular Activity</li> <li>7. Respiratory Responses</li> <li>8. Oral presentations on topics chosen from class 5-7</li> <li>9. Eye Responses</li> <li>10. Muscle Activity</li> <li>11. Electroencephalography</li> <li>12. Oral presentations on topics chosen from class 9-11</li> <li>13. Neuroimaging</li> <li>14. Lie Detection</li> <li>15. Oral presentations on topics chosen from class 13-14</li> </ol> |
| 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           | <b>The Aesthetics and Affects of Cuteness</b>  |
| 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. <b>However, oral presentations may be on any aspect of Japanese popular culture that has become popular abroad. (subject to approval by the instructor).</b> 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             | <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"> <li>1. The etymology of “cute” with comparison to “kawaii”</li> <li>2. History of kawaii in Japan. Theories of cute Part 1, Konrad Lorenz, Mickey Mouse and teddy bears</li> <li>3. Theories of cute: Konrad Lorenz, Mickey Mouse and teddy bears; comparison to “kawaii”</li> <li>4. History of American cute.</li> <li>5. Scientific analyses of cuteness</li> <li>6. Oral presentations, day 1</li> <li>7. Oral presentations, day 2</li> <li>8. Cuteness in domesticated animals.</li> <li>9. Cuteness and masculinity.</li> <li>10. Individual oral presentations, day 1</li> <li>11. Individual oral presentations, day 2</li> <li>12. Individual oral presentations, day 3</li> <li>13. Discussion of final report topics</li> <li>14. Preparation for final report</li> <li>15. Final discussion and wrap-up; concluding lecture</li> </ol> |
| Additional self-study  |  |
| Keywords               | international culture, Japanese culture, cuteness, kawaii  |
| Notes                  |  |
| Message for students   |  |

|                        |   |
|------------------------|---|
| Course title           | <b>Exploring the Cultural Diversity of Japan (I)</b>  |
| Instructor             | ARISAWA Shino   |
| Aim and learning goals | Gain multiple perspectives on Japan's "matsuri" festivals through lectures, fieldwork projects, and discussions with students from various countries.   |
| Description            | This course investigates <i>matsuri</i> (祭り) 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> . Students will then discuss what they find unique in Japan's <i>matsuri</i> comparing to religious festivals in other countries. Apart from classroom activities, students will conduct a 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. Workshop of <i>matsuri</i> dance and music may be given. |
| Textbooks              | No specific textbook is required.   |
| Relevant readings      | Some useful reading materials will be introduced in class, but students are also expected to search for necessary resources for their projects.   |
| Assessment and grading | 1) Presentation on fieldwork 40%<br>2) Report (1500 words) 60%  |
| Schedule               | <u>Tentative (to be confirmed in the first class.)</u><br>1. Orientation: What is <i>matsuri</i> ?<br>2. <i>Mikoshi</i> - sacred palanquin<br>3. <i>Dashi</i> - float<br>4. Fieldwork - Kurayami Matsuri (May 5)<br>5. Fieldwork - Kurayami Matsuri (May 5)<br>6. Fieldwork - Kurayami Matsuri (May 5)<br>7. Reflections on Kurayami Matsuri<br>8. <i>Shishi-mai</i> sacred beasts<br>9. Natural disaster and its impact on <i>matsuri</i><br>10. Modernisation and <i>matsuri</i><br>11. Workshop – <i>matsuri</i> dance and music<br>12. Presentations on fieldwork project<br>13. Presentations on fieldwork project<br>14. Presentations on fieldwork project<br>15. Summary  |
| Additional self-study  | To be instructed in class. This course is conducted in English.   |
| Keywords               | <i>Matsuri</i> , festival, religion, music, dance, gender, community, tourism   |
| Notes                  |   |
| Message for students   | Students are encouraged to take part in class discussions actively.   |

|                        |  |
|------------------------|--|
| Course title           | <b>Theatre Workshop</b>  |
| 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<br>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           | <b>Japanese Martial Arts - Judo</b>   |
| 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%<br>Judo skill test 40%<br>Report 10%  |
| Schedule               | <ol style="list-style-type: none"> <li>1) Orientation</li> <li>2) History and characteristics of Judo</li> <li>3) Fundamental skills (Ukemi, Taisabaki, etc.)</li> <li>4) Throwing techniques [Nage waza] (part 1)</li> <li>5) Throwing techniques (part 2)</li> <li>6) Throwing techniques (part 3)</li> <li>7) Groundwork techniques [Katame waza] (part 1)</li> <li>8) Groundwork techniques (part 2)</li> <li>9) Groundwork techniques (part 3)</li> <li>10) Forms for throw (formal exercise, part 1)</li> <li>11) Forms for self-defense (formal exercise, part 2)</li> <li>12) Practical techniques (combinations)</li> <li>13) Practical techniques (counter attack)</li> <li>14) The rules and methods of the match</li> <li>15) Skill tests and evaluation</li> </ol> |
| Additional self-study  |   |
| Keywords               | <i>Kano Jigoro</i> , JUDO   |
| Notes                  |   |
| Message for students   |   |



## Intensive courses

|                        |  |
|------------------------|--|
| Course title           | <b>Aquatic Sports - Swimming</b>   |
| Instructor             | MORIYAMA Shinichiro  |
| Aim and learning goals | This course aims to have students learn how to swim according to the official rules and understand the 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"> <li>● Be able to understand water safety.</li> <li>● Be able to demonstrate improved skill performance in swimming strokes (front crawl, backstroke, breaststroke and butterfly stroke) including breathing during swimming.</li> <li>● Be able to swim faster and more beautifully.</li> </ul> <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 | 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> <p><b>1. Orientation, 12:10 pm on May 7 (Thu) at the lecture room <u>S201</u>.</b><br/> <b>※Above date time, and venue are tentative. Any change will be announced on the notice board at the International Division.</b></p> <p>2. <b>Lecture for swimming at the lecture room <u>C103</u></b> and review students' swimming stroke skills in the swimming pool.</p> <p>3. Practice floating in the prone position from the wall and freestyle leg kick.</p> <p>4. Practice freestyle leg kick and arm stroke.</p> <p>5. Practice floating in the spine position form the wall and backstroke leg kick.</p> <p>6. Practice backstroke leg kick and arm stroke.</p> <p>7. Practice breaststroke leg kick and arm stroke</p> <p>8. Practice butterfly leg kick and arm stroke</p> <p>9. Combine all strokes and turn.</p> <p>10. Review students' swimming stroke skills.</p> <p>11. Practice swimming with fully-clothed (1)</p> <p>12. Practice swimming with fully-clothed (2)</p> <p>13. Practice aquatic sports (1)</p> <p>14. Practice aquatic sports (2)</p> <p>15. Performance exam</p> <p><b>※It is planned to collaborate with sports fitness class in Japanese collegiate students sometimes.</b></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>Remove accessories and wrist watches for your safety and other's safety.</p>   |