

## 2026 年度シラバス

科目分類/Subject Categories			
学部等/Faculty	/工芸科学部 : /School of Science and Technology	今年度開講/Availability	/有 : /Available
学域等/Field	/全学共通科目 : /Program-wide Subjects	年次/Year	/2年次 : /2nd Year
課程等/Program	/英語教育科目 : /English	学期/Semester	/前学期 : /First term
分類/Category	/:/	曜日時限/Day & Period	/水 2 : /Wed.2

科目情報/Course Information				
時間割番号 /Timetable Number	10212106			
科目番号 /Course Number	10261024			
単位数/Credits	2			
授業形態 /Course Type	講義・演習 : Lecture/Practicum			
クラス/Class	w			
授業科目名 /Course Title	English for Sciences and Humanities A : English for Sciences and Humanities A			
担当教員名 / Instructor(s)	/(西塔 由貴子) : SAITO Yukiko			
その他/Other	インターンシップ実施科目 Internship	国際科学技術コース提供科目 IGP	PBL 実施科目 Project Based Learning	DX 活用科目 ICT Usage in Learning
			○	
	実務経験のある教員による科目 Practical Teacher			
科目ナンバリング /Numbering Code				

授業の目的・概要 Objectives and Outline of the Course	
日	<p>この授業は、英語によるインプットとアウトプットを通して、学生が、将来デザインや建築に携わる人間として必要な問題意識、考える力を育むことを目標とする。そのために、現在我々を取り巻く様々な事象や問題に触れ、その内容についてのディスカッションを遂行するのに必要な総合的な英語力の向上を目指す。そして、このような活動を通して自分自身のアイデアを持ち、それを人と共有することのできる、英語でのコミュニケーション力・プレゼンテーション力を伸ばす。</p> <p>これまで学習してきた英語表現を活用しながら、現代社会の日常にある様々</p>
英	<p>The aim of this course is to enhance students' awareness of a diverse range of issues and equip them with the critical thinking skills necessary to engage with these issues effectively in English. This skill set is crucial for individuals aspiring to pursue careers in design and architecture. To achieve this, the course aims to equip students with comprehensive English language skills necessary for engaging in discussions about contemporary events and issues. Additionally, students will enhance their communication and presentation abilities in English, enabling them to express their own ideas and share them with others.</p> <p>By engaging interactive activities, i.e., pair/group work, role-play discussion, class presentation, debate, and so on, students expand their communication &amp; thinking skill in English, while doing listening exercises and reading passages that inspire you to discover our various issues today. Students not only learn the language itself but also develop their critical thinking skill, along with reading and writing exercises. Investigating the wondrous diversity of our modern society, students will have opportunities to present their own opinions in class.</p>

学習の到達目標 Learning Objectives	
日	<p>様々な分野に関する英語で発信された情報を理解する。</p> <p>自身の興味や問題意識に基づき、英語で発信された情報を自ら収集・理解し、これまでの自分の知識に紐づける。</p> <p>得た情報を批判的に考察する。</p> <p>自身のアイデアや主張を自信をもって英語で人と共有する。</p>
英	<p>Students improve their ability to read and comprehend various texts in English.</p> <p>Students develop the ability to collect and comprehend information based on their own interests and awareness of current events, while also connecting this new knowledge to their existing knowledge base.</p> <p>Students develop critical thinking ability.</p> <p>Students gain confidence in presenting ideas through oral or poster presentations.</p>

学習目標の達成度の評価基準 / Fulfillment of Course Goals (JABEE 関連科目のみ)	
日	
英	

授業計画項目 Course Plan			
No.		項目 Topics	内容 Content
1	日	イントロダクション	イントロダクション：この授業の進め方についての説明、リスニング・スピーキングに基づくアクティビティ
	英	Introduction to the course	Introduction to the course, course requirements and assessment system, followed by an interactive listening and speaking activity
2	日	Unit 1 Which is better for a holiday, camping or staying at a hotel?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 1 Which is better for a holiday, camping or staying at a hotel?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
3	日	Unit 2 Which is better for your health, tea or coffee?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 2 Which is better for your health, tea or coffee?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
4	日	Unit 3 Which class style is more effective, face-to-face or online?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 3 Which class style is more effective, face-to-face or online?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
5	日	Unit 4 Which do you prefer, buying clothes or renting them?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 4 Which do you prefer, buying clothes or renting them?	Unit 4 Which do you prefer, buying clothes or renting them?
6	日	Unit 5 Should eSports be in the Olympic Games?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 5 Should eSports be in the Olympic Games?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
7	日	Unit 6 Should food companies abandon best-before dates?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 6 Should food companies abandon best-	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity

		before dates?	
8	日	Mid-Term Review	ユニットの復習とテキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Mid-Term Review	Reviewing Units and Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
9	日	Unit 7 Where do you like to watch movies, at a theater or at home?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 7 Where do you like to watch movies, at a theater or at home?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
10	日	Unit 8 Should homeowners install solar panels?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 8 Should homeowners install solar panels?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
11	日	Unit 9 Should Japan ban the sale of pets?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 9 Should Japan ban the sale of pets?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
12	日	Unit 10 Should Japan introduce a four-day workweek?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 10 Should Japan introduce a four-day workweek?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
13	日	Unit 11 Should children's video game time be limited by law?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 11 Should children's video game time be limited by law?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
14	日	Unit 12 Should cashless payment be promoted further in Japan?	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践
	英	Unit 12 Should cashless payment be promoted further in Japan?	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity
15	日	Unit 13 Should social media companies censor their platforms? / Presentation	テキストに基づいた活動：読解、聴解、論説文の執筆、対話の実践、発表
	英	Unit 13 Should social media companies censor their platforms? / Presentation	Text-based activities: reading a text, listening practice and answering questions. Essay writing, along with an interactive listening and speaking activity. Presentation.

## 履修条件 Prerequisite(s)

日	
英	

## 授業時間外学習（予習・復習等）

Required study time, Preparation and review

日	本学では1単位当たりの学修時間を45時間としています。毎回の授業にあわせて事前学修・事後学修を行ってください。
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英	Please note that KIT requires 45 hours of study from students to award one credit, including both in-class instructions as well as study outside classes. Students are required for each class and complete the review after each class.
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教科書／参考書 Textbooks/Reference Books	
日	Voice Your Opinion - ディスカッションで伸ばす 発信型英語演習, by Lino, A., et al., Kinseido.  適宜プリントを配布する。
英	Voice Your Opinion - ディスカッションで伸ばす 発信型英語演習, by Lino, A., et al., Kinseido.  Handouts will be distributed as necessary.

成績評価の方法及び基準 Grading Policy	
日	E-learning: 20% 課題や授業への取り組みとテストの成績: 80% 課題 - 予習・復習にかかる課題（ペア・グループワークの成果含む）などの提出物は条件を満たした状態で期限までに提出 授業への取り組み - ペア・グループワークへの貢献度を含む、クラスへの積極的な参加 テスト - 中間と期末評価、プレゼンテーション  クラスへの参加度を重要視します。詳細は第1週目の授業で説明しますが、参加がない場合は出席していないとみなします。課題などの提出物はすべてこなすこと。状況の変化に対応
英	E-learning: 20% Assignment, Active Participation, and Exams: 80% Assignment - homework & preparation, including the result to your pair or group work Participation - Active participation during lessons, Including pair and group work Exams - provisionally; quizzes, Mid-Term review, Final review, and Presentations *Your absence more than three times means that you are not going to pass this course under any circumstances.  There is a possibility that this plan for this course might be modified, based on student numbers, language levels/abilities, interests, and so on, during this term. Further changes might be necessary according to circumstances as well. The information about this course will be provided in more detail at the first week.

留意事項等 Point to consider	
日	原則として、欠席が3回を超えた場合は不合格とする。 授業内容は学生の理解度や必要性に応じて変更の可能性がある。 ディスカッションなどのアクティビティへの参加に集中することが求められる本授業では、授業中に PC やタブレット、生成 AI の使用は禁止とする。  詳細は第1週目の授業で説明を行なうが、(i) 参加がない場合は出席していないとみなす (ii) 課題などの提出物はすべてこなすこと (iii) クラスへの参加度を重要視。  90分の間にできるだけ多くのことを吸収すべく、授業に集中して取り
英	Those who miss more than three classes are disqualified. The syllabus is subject to revision based on the needs and abilities of the students. Students are required to fully participate in assigned activities, thus any digital devices (e.g, smart-phones, PCs, etc.) is not allowed to use during the class, including generative AI tools. Please bring your dictionary.  The information about this course will be provided in more detail at the first week, but please note; students are expected to fully participate in class, actively and joyfully; your full participation and engagement with every single activity and assignment are essential; if you are not participating in a class, you will automatically be absent from the class.  Students are expected to develop their creative & critical thinking skills, in order to discuss various matters with their friends, expanding and applying the knowledge they learn to actual practice. Let's learn the joy of learning!

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