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Agos Japan

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総合英語コース

Comprehensive English Level 1-A
Reading and Writing

Humanities

Instructor: Namiko Suzuki

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Course Description

This course is a pre Test Prep course taught in both Japanese and English, encompassing a variety of disciplines in humanity, Economics, Religion, Western Philosophy, and Political Science, which are almost always on TOEFL and IELTS. Although they seem very abstract and difficult, they will all help you understand yourself, your surroundings, and your future. The real life examples are all interesting, practical, and relatable. You will gain enlightening new knowledge and learn cutting-edge discussions in both English and Japanese. The course is designed in such a way that you will be able to acquire four essential skills at once: test taking, academic writing, academic reading, and critical thinking.

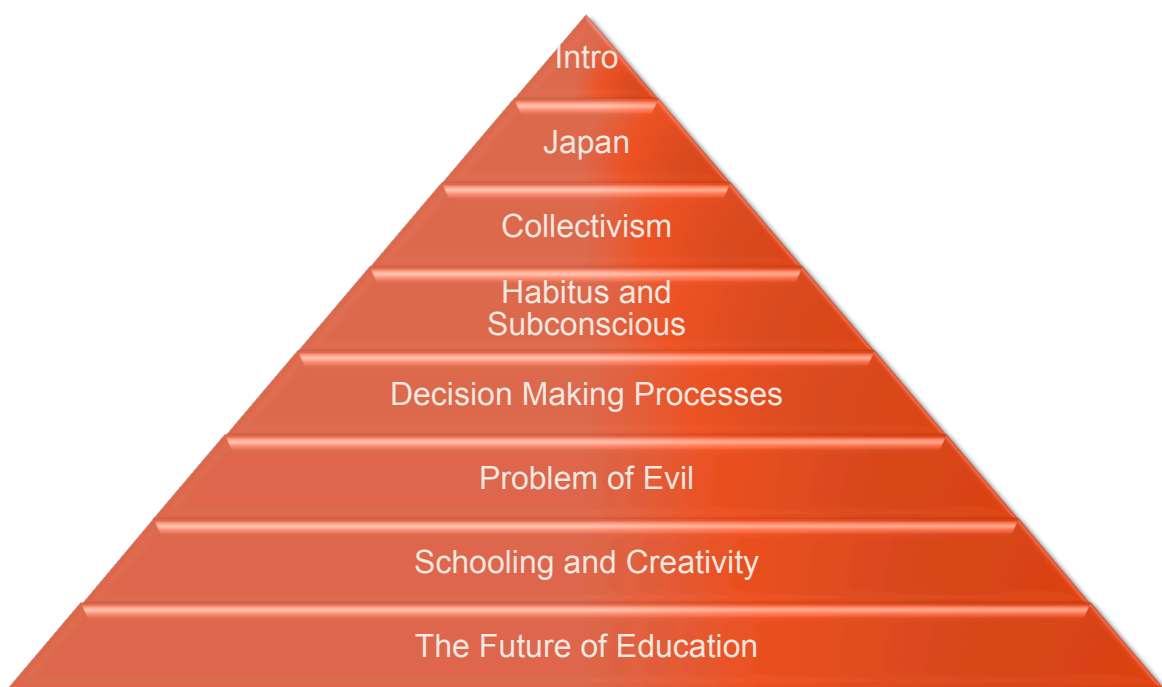
The students are required to attend every class as all the contents taught in this course are interlinked with one another. You are expected to read and understand the assigned texts at home and submit a writing assignment every weekend. In the beginning of every class, there will be a reading comprehension quiz and recitation exercise of the assigned materials. You will revise your own essay in class based on the comments from the instructor. In no time, you will be writing a strong argument, a vivid description, and an insightful analysis in English.

<コース概要>

総合英語コースレベル 1A は、TOEFL や IELTS に頻出する社会学、心理学、哲学、そして教育学など多岐に渡る大学レベルの人文系の教科をわかりやすい英語と日本語で学習するプログラムです。抽象的で難易度が高いように見えますが、一度学べば自分自身、周りの環境、そして未来までの理解を深めることができます。それらの分野における様々な具体例は、興味深く、実用的で、関連性の高いものです。総合英語コースを履修することで、日本語ではまだ出回っていないような最新の情報を手に入れ、新しい知識の世界を開拓することができます。このプログラムは TOEFL, IELTS などのテスト準備、学術論文の執筆法、学術的洋書の読み方、そして批判的思考という、留学に必要な不可欠な 4 つのスキルを一度に身につける事ができるようにデザインされています。

授業内容はそれぞれ複雑に連結しているため、授業にはなるべく参加するようにしてください。そして毎週自宅で、宿題のリーディングを読み、理解してから授業に参加してください。授業の始めにリーディングのテストと朗読のエクササイズがありますので、家での学習が授業を理解するための要となります。更に、毎週末に E メールでエッセイを提出してもらいます。添削したエッセイを授業で返却、解説し、さらに講師からのコメントをもとに自ら授業で宿題のエッセイを推敲します。これを毎週繰り返すことによって、いつの間にかあなたも説得力のある議論を繰り広げ、鮮明な描写をし、そして洞察力に長けた分析ができるようになります。

Themes



From Day 1 to Day 8, the students will gradually acquire tools for abstract thinking, knowledge and vocabulary.

<Syllabus>

PART I *Japanese Society***Day 1: Introduction to the course & to English**

Homework due None (Yay!)

In-class reading

1. "How to study for this course" (or any course for that matter...)
2. "Similarities btw English and Japanese"

Lecture & Activities

1. How to read effectively (General)
 - i. "How to study for this course"
 - ii. "Similarities btw Eng. & Japanese"
2. **The Japanese Race and The Globe**
 - a. The Jomon gone global
3. How to write academic essays
 - i. The basics of academic writing
 - ii. Three steps: brainstorming, outlining, writing

In-class writing

1. *Essay 1: "Are you happy to have been born as Japanese? Why or why not?"*
 - a. Brainstorming
 - b. Outlining

Homework

1. Reading assignments
 - a. "Aging Japan"
 - b. "Perfect Pacifism...?"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay 1 Draft 1 via Email
(namiko.suzuki@agos.co.jp)
by **Saturday evening**

Day 2: Japan: Constitutions and IssuesHomework due

1. Reading assignments
 - a. "Aging Japan"
 - b. "Perfect Pacifism...?"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

1. How to read effectively
 - a. Predicting
 - b. Finding main ideas
2. **Japan Today**
 - a. Social Issues of Japan
 - b. The Constitution Article 9
3. How to write academic essays
 - i. Introduction and thesis

In-class writing

1. *Essay 1: "Are you happy to have been born as Japanese? Why or why not?"*
 - a. Write and hand in Essay1 Draft2
2. *Essay 2: "Should Japan keep its pacifist constitution? Give specific reasons to support your opinion."*
 - a. Brainstorming

Homework

1. Reading assignments
 - a. "Collectivist & Individualist Cultures"
 - b. "Power of Social Hierarchy"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay 2 Draft 1 via Email
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by **Saturday evening**

Part II Social Psychology: Culture and Dominance

Day 3: Collectivism and Individualism

Homework due

1. Reading assignments
 - a. "Collectivist & Individualist Cultures"
 - b. "Power of Social Hierarchy"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

1. How to read effectively
 - a. Main Ideas
 - b. Labeling and categorizing
 - c. Reading for details
2. Culture
 - a. Cultural Values: The "West" and The "East"
 - b. Collective thinking: People in groups
3. How to write academic essays
 - i. Body paragraphs
 - ii. Topic sentences
 - iii. Examples & Signals

In-class writing

1. Essay 2: "Should Japan keep its pacifist constitution? Give specific reasons to support your opinion."
 - a. Write and hand in Essay2 Draft2
2. Essay 3: "Which psychological bias do you think you are guilty of? Explain a specific experience you had and what you could have done differently."
 - a. Brainstorming

Homework

1. Reading assignments
 - a. "Are your 'personal' views really 'personal'?"
 - b. "Prejudice and Biases"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay 3 Draft 1 via Email
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by **Saturday evening**

Day 4: Second Nature and "Taste"

Homework due

1. Reading assignments
 - a. "Are your 'personal' views really 'personal'?"
 - b. "Prejudice and Biases"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

1. How to read effectively
 - a. Labeling and categorizing
 - b. Main Ideas & Details
2. Social Construction
 - a. The 2-way theory of personality formation
 - b. Our 'Taste' and Prejudice
3. How to write academic essays
 - i. Logical flow and transitions
 - ii. Conjunctions & Causal relations

In-class writing

1. Essay 3: "Which psychological bias do you think you are guilty of? Explain a specific experience you had and what you could have done differently."
2. Essay 4: "Who or what do you think your personality is most influenced by? Give specific examples to illustrate your opinion."
 - a. Brainstorming

Homework

1. Reading assignments
 - a. "Physiology of Decision Making Process"
 - b. "What is Free Will?"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay 4 Draft 1 via Email
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by **Saturday evening**

Part III *Determinism, Free Will, and Our Choice*

Day 5: Choice and Decision Making

Homework due

1. Reading assignments
 - a. "Physiology of Decision Making Process"
 - b. "What is Free Will?"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

1. How to read effectively
 - a. Main ideas and details
 - b. Inferences (Intention)
 - c. Referencing pronouns
2. **Decision Making Processes**
 - a. Secrets Behind "Choice"
 - b. Are we free at all?
3. How to write academic essays
 - a. Logical flow and transitions
 - b. Conjunctions & Causal relations

In-class writing

1. *Essay 4: "Who or what do you think your personality is most influenced by? Give specific examples to illustrate your opinion."*
2. *Essay 5: "Do you agree or disagree with the following statement? 'People can break laws because their actions have been determined by external factors.'"*
 - a. Brainstorming

Homework

1. Reading assignments
 - a. "Determinism and Law"
 - b. "Making Better Choice"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay 5 Draft 1 via Email
(namiko.suzuki@agos.co.jp)
by **Saturday evening**

Day 6: Problem of Evil

Homework due

1. Reading assignments
 - a. "Determinism and Law"
 - b. "Making Better Choice"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

1. How to read effectively
 - a. Main ideas and details
 - b. Table completion
 - c. Inferences (intention)
2. **Free will and Problem of Evil**
 - a. Can someone ever be "bad"?
 - b. How to make better decisions in life
3. How to write academic essays
 - a. Effective organization
 - b. Coming up with examples

In-class writing

1. *Essay 5: "Do you agree or disagree with the following statement? 'People can break laws because their actions have been determined by external factors.'"*
2. *Essay 6: "What kind of job would you like to have in the future? Give two specific reasons why you chose that job."*
 - a. Brainstorming

Homework

1. Reading assignments
 - a. "Is School Killing Your Creativity?"
 - b. "What is Creativity?"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay6 Draft 1 via Email
(namiko.suzuki@agos.co.jp)
by **Saturday evening**

Part IV *Education and Creativity*

Day 7: Schooling and Creativity

Homework due

1. Reading assignments
 - a. "Is School Killing Your Creativity?"
 - b. "What is Creativity?"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

1. How to read effectively
 - a. Main ideas and details
 - b. Referencing pronouns
 - c. True, False, Not Given
2. **School and Creativity**
 - a. What is creativity?
 - b. History of Public Education
3. How to write academic essays
 - a. Differences btw analysis and description
 - b. Effective conclusion

In-class writing

1. *Essay 6: "What kind of job would you like to have in the future? Give two specific reasons why you chose that job."*
2. *Essay 7: "If you were to give a lecture to the world, what would you like to teach?"*
 - a. Brainstorming
 - b. Outlining

Homework

1. Reading assignments
 - a. "AI and Human Intelligence"
 - b. "The Role of Education"
 - i. Read & Understand the content
 - ii. Take notes
 - iii. Read the texts out loud
2. Writing assignment
 - a. Submit Essay7 Draft 1 via Email
(namiko.suzuki@agos.co.jp)
by **Saturday evening**

Day 8: The Future of Education

Homework due

1. Reading assignments
 - a. "AI and Human Intelligence"
 - b. "The Role of Education"
 - i. Understand the content
 - ii. Be able to read the text smoothly

Lecture & Activities

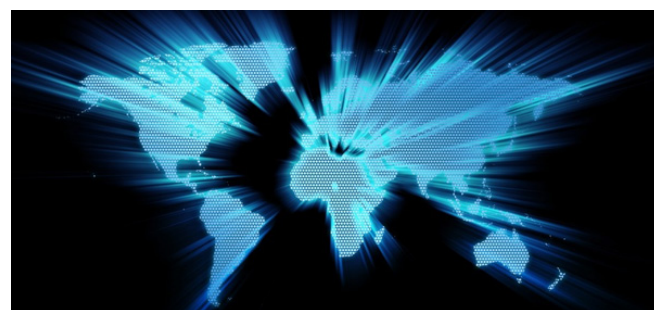
1. How to read effectively
 - a. Main ideas and details
 - b. True, False, Not Given
 - c. Inferences (Intentions)
2. **The Future of Education**
 - a. Accelerating development of AI
 - b. What are the things only humans can do?
3. How to write academic essays
 - a. Identifying Logical Flaws
 - b. Paraphrasing technique

In-class writing

1. *Essay 7: "Is there such a thing as 'just war'? Defend your position with specific examples."*

Homework

1. *Essay 8: "What are the two aspects (or topics) of this course that you enjoyed the most?"*
 - a. Submit Essay8 Draft 1 via Email
(namiko.suzuki@agos.co.jp)
by **Saturday evening**



You are the answer

the world has been waiting for.