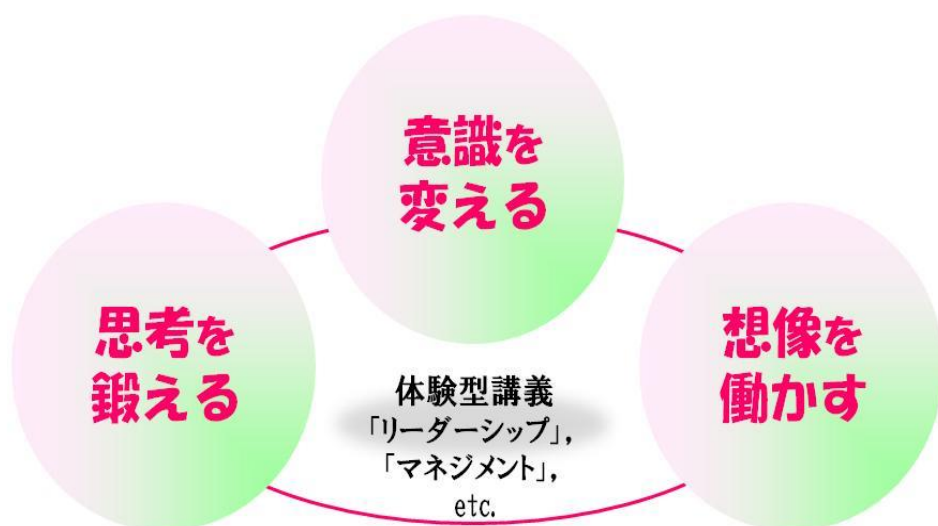


平成 26 年度前期
名古屋大学大学院共通科目
授業案内

Nagoya University Graduate School Common Courses

Course Information

Spring Semester, 2014



Relationships & Comm.,
Academic Writing,
Presentation, etc.



藝術リテラシー
etc.

平成26年度前期 授業科目一覧 Spring Semester Schedule 2014

授業科目 Course Title	単位数 Credit	教員 Instructor	曜限 Day・Hour	講義室 Class Room	ページ Page
体験型講義「リーダーシップ」	2	栗本	集中	Ace Lab S	3
体験型講義「チーム・ビルディング」	2	栗本 他	集中	Ace Lab S	4
Relationships and Communication (Seminar) I	1	Go Yoshida	月2限 Mon. 2	A12	5
Relationships and Communication (Seminar) II	1				
芸術リテラシー（絵画論Ⅰ）	2	小林（英）	火2限	A21	6
芸術リテラシー（音楽Ⅰ）	2	小林（聡）	月5限	国言棟4階 ビデオスタジオ	7
芸術リテラシー （レクチャーコンサートⅠ）	2	高木・丹下	金4限	国言棟4階 ビデオスタジオ	8
大学教員論	2	夏目・中井	集中		9
研究のビジュアルデザイン	2	田中・遠藤	集中		10

Mei-Writing

Academic Writing I (A)	English	2	Paul W. L. Lai	火3限 Tue. 3	C36	11
Academic Writing I (B)		2	Chad Nilep	水4限 Wed. 4	C10	12
Academic Writing I (C)	German	2	Markus Rude	水3限 Wed. 3	C20	13
Academic Writing I (D)	French	2	Nicolas Baumert	月4限 Mon. 4	A32	14
Academic Writing I (E)	Chinese	2	Jian Lu	月4限 Mon. 4	A33	15
Presentation I	English	2	Mark Weeks	水3限 Wed. 3	A14	16

年度(西暦) (Year) 2014年度	開講期 (Term) 前期	曜日 (Day) 火	時限 (Period) 3
科目名 (Course Title) 英語(アカデミック・ライティング) I			
担当教員 (Instructor) 頼 偉寧 Paul W. L. Lai			
履修条件あるいは関連科目等 (Enrollment Conditions, etc.) (1)Graduate students who are able to take classes, and communicate, in English. (2)Preference will be given to those who are planning to submit abstracts to international conferences or journals.			
目的と目標 (Course Objective) The two-semester graduate course has been developed since 2008 based on a new teaching method that integrates the training of logical thinking skills into the training of academic writing. Its primary goal is to help graduate students, through a step-by-step training in logical thinking, develop the skills needed to write a clear and convincing academic paper for publication at a high international level. In the spring semester students will mainly learn how to develop a preliminary thesis statement (main research idea) for their respective research, and a logical argument for the thesis statement. In the autumn semester students will mainly learn how to incorporate the thesis statement and logical argument into an abstract, introduction, and learn how to develop a counterargument or advanced argument. After successfully completing the entire course, the students should be in a good position to complete and send their papers for publication. Those who succeed in having at least one English abstract accepted for publication during the course might be employed as a teaching assistant of Mei-Writing.			
内容と計画 (Course Content) This is a highly interactive course! You will be asked a lot of questions, and you are encouraged to ask questions or give comments at ANYTIME! There will be plenty of lectures, class works, and group works. And all these activities will be implemented based on YOUR OWN RESEARCH! In particular, the spring semester will cover the following: Lesson 1: Introduction to logical thinking and academic writing. (Lecture) Lesson 2: A narrow but useful definition of academic writing. (Lecture) Lesson 3: The role of thesis statement in academic writing. (Lecture) Lesson 4: Step by step guide on how to build a thesis statement for your research. (Class & Group work) Lesson 5: Student presentation on Thesis Statement. (Student presentation) Lesson 6: Student presentation on Thesis Statement. (Student presentation) Lesson 7: Introduction to logic, and how logic can be applied to your research. (Lecture) Lesson 8: Step by step guide on how to build a logical argument for your research – Part 1. (Class & Group work) Lesson 9: Step by step guide on how to build a logical argument for your research – Part 2. (Class & Group work) Lesson 10: Step by step guide on how to build a logical argument for your research – Part 3. (Class & Group work) Lesson 11: Introduction to common logical fallacies. (Lecture) Lesson 12: Student presentation on Logical Argument. (Student presentation) Lesson 13: Student presentation on Logical Argument. (Student presentation) Lesson 14: Student presentation on Logical Argument. (Student presentation) Lesson 15: Review, reflection, and course evaluation. (Discussion)			
成績評価の方法と基準 (Grading Basis) Students who need the course credits are required to meet the following conditions: (1)Attendance must be over 80%(2)Two oral presentations ((i) thesis statement, (ii) logical argument)			
教科書, 参考書, 参照情報等 (Textbook, Reference book, etc.) The course instructor has developed a series of course materials, including (i) step-by-step guide on how to build a thesis statement, (ii) step-by-step guide on how to build a logical argument, (iii) template on how to write a high quality abstract, (iv) template on how to write a high quality introduction, etc. All these materials are free, and will be available for download at the course web site.			
連絡先 (Contact Address)		meiwriting@ilas.nagoya-u.ac.jp	
連絡事項 (Notes) (1) If you are interested in taking this course, you are required to send an email to meiwriting@ilas.nagoya-u.ac.jp, explaining why you want to take this course. Due to the high demand of enrollment request for this course, you are advised to send the email as early as possible, preferably by April 14, 2014. (2)Whether or not you are selected to take this course, please attend the first lesson. (3)The first lesson of the course will commence on April 15, 2014.			

年度(西暦) (Year)	開講期 (Term)	曜日 (Day)	時限 (Period)
2014年度	前期	水	4
科目名 (Course Title) 英語(アカデミック・ライティング) I 担当教員 (Instructor) NILEP, Chad			
履修条件あるいは関連科目等 (Enrollment Conditions, etc.) The course is open to graduate students in any field. You must be able to communicate effectively in English.			
目的と目標 (Course Objective) This course expands students' knowledge and ability in academic writing and concentrates on the form and construction of common academic writing genres.			
内容と計画 (Course Content) The course is based on group discussion with other students as well as the instructor. You must be prepared to discuss actively. This includes asking questions and telling your ideas. We will analyze the process of academic writing, including relationship between paragraphs, essays, and chapters, and focus on revising to improve prose as well as arguments. Students will read papers from various fields written about life in Japan. By analyzing and discussing these papers with students from various academic fields, students come to understand international writing norms, especially the writing of abstracts and thesis statements. In addition, we explain how to cite sources and avoid plagiarism, and how to use particular citation styles. We also discuss how to use library databases to find journal articles. Students will write one abstract of their own current or planned research project. Students will also write a short paper describing their research specialization.			
成績評価の方法と基準 (Grading Basis) Two written assignments (40%); participation in group discussions (20%); reviewing other student's written work to help them re-write (20%); attendance and regular class participation (20%)			
教科書, 参考書, 参照情報等 (Textbook, Reference book, etc.) none			
連絡先 (Contact Address) 国際言語文化研究棟409号 NILEP@ILAS. NAGOYA-U. AC. JP			
連絡事項 (Notes) Enrollment is limited to 20 students.			

年度(西暦) (Year)	開講期 (Term)	曜日 (Day)	時限 (Period)
2014年度	前期	水	3
科目名 (Course Title) ドイツ語(アカデミック・ライティング) I			
担当教員 (Instructor) Markus RUDE			
履修条件あるいは関連科目等 (Enrollment Conditions, etc.)			
Studierende in Master- oder Doktorkursen, Wissenschaftler und Lehrende, auch deutsche Muttersprachler. Studierende aus Bachelorkursen sind als Gasthoerer ebenfalls willkommen, falls noch Plaetze verfuegbar sind (erfahrungsgemaess moeglich).			
目的と目標 (Course Objective)			
Teilnehmende bei der Produktion akademischer Texte zu unterstuetzen, und zwar durch die Vermittlung und Einuebung von Grundprinzipien Akademischen Schreibens, aber auch durch bedarfsgesteuertes Tutoring. Ein weiteres Ziel ist das Ueben akademischer Praesentation und Diskussion in lebhaften Gespraechen. Ein Hauptziel des ausgewaehlten Textbuches ist es, die Freude am Schreiben zu wecken und zu staerken.			
内容と計画 (Course Content)			
Vermittelte Grundprinzipien sind: die klare Formulierung der zentralen Forschungsfrage, die logische Gliederung in Beginn, Hauptteil und Schluss (auf Makro- und Mikroebene) sowie der rote Faden. Weitere Elemente sind z. B. das Erstellen von Mindmaps und Exzerpten, das Zitieren und die Quellenangaben.			
Dabei wird die Lehrkraft teilweise vortragen, manche Elemente werden auch durch die Teilnehmenden selbst erarbeitet. Wesentliche methodische Bestandteile sind sowohl das regelmaessige Schreiben als auch das Lesen von Textbuchteilen und von Textprodukten anderer Teilnehmender.			
Kurzpraesentationen und Diskussionen werden den schriftlichen Schwerpunkt ergaenzen, denn akademische Kommunikation braucht Schriftlichkeit und Mündlichkeit. Gezielte und knappe sprachliche Formulierungen und Sachbezogenheit haben hierbei Prioritaet vor sprachlicher Korrektheit, die bei Bedarf natuerlich auch thematisiert wird.			
成績評価の方法と基準 (Grading Basis)			
Anwesenheit (mindestens 70% sind fuer einen Schein erforderlich; ergibt 30% der Kursnote), aktive Teilnahme (30%), Textprodukte & Kurzpraesentationen (40%).			
教科書, 参考書, 参照情報等 (Textbook, Reference book, etc.)			
Textbuch (obligatorisch): Schnur, Harald: Schreiben. Eine lebensnahe Anleitung fuer die Geistes- und Sozialwissenschaftler. VS-Verlag. ISBN 978-3-531-17101-2 Fuer Natur- und Ingenieur-Wissenschaftler alternativ auch (leider teurer): Ebel, Hans F. & Bliefert, Claus: Bachelor-, Master- und Doktorarbeit. Anleitungen fuer den naturwissenschaftlich-technischen Nachwuchs. Wiley-VCH. ISBN 978-3-527-32477-4 Sonstige Materialien: Kopien, Files per Internet.			
連絡先 (Contact Address)			
meiwriting@ilas.nagoya-u.ac.jp			
連絡事項 (Notes)			
Der Kurs ist auf Deutsch, aber Uebungstexte und Praesentationen koennen - nach Ruecksprache - auch auf Englisch sein. Weitere Fragen werden gerne beantwortet.			

年度(西暦) (Year)	開講期 (Term)	曜日 (Day)	時限 (Period)
2014年度	前期	月	4
科目名 (Course Title) フランス語(アカデミック・ライティング) I			
担当教員 (Instructor) BAUMERT Nicolas			
履修条件あるいは関連科目等 (Enrollment Conditions, etc.) S'assurer de la validité d'une inscription universitaire et avoir un projet de recherche sur lequel travailler.			
目的と目標 (Course Objective) Le but de ce cours est d'aider les étudiants à développer les bases de l'écriture académique en français. L'approche est multidisciplinaire. Il s'agit d'apprendre à rédiger un texte clair et convaincant visant à la publication d'une première contribution scientifique. A la fin du cours, les étudiants seront capables d'écrire en français au moins un résumé ou un projet de recherche.			
内容と計画 (Course Content) Le cours propose des exposés méthodologiques, des exercices et des ateliers d'écriture. Il s'organise en 3 parties. (1) Introduction aux règles de la rédaction en français et à ses principales difficultés (formulation d'une thèse ou d'une problématique, plans, ...). (2) Analyse critique de textes scientifiques (articles, comptes-rendus d'ouvrages, ...) (3) Travail de rédaction de la part des étudiants à partir de leurs propres recherches. Le choix du travail final de rédaction peut être choisi en fonction des besoins de chacun (par exemple : candidatures à des bourses, résumé en français d'un mémoire de maîtrise ou d'une thèse, résumé en français d'un article en japonais).			
成績評価の方法と基準 (Grading Basis) Présence et participation 40% Travail de rédaction 60%			
教科書, 参考書, 参照情報等 (Textbook, Reference book, etc.) 教科書 Le matériel de cours sera distribué sous forme de photocopies. 参考書 Un dictionnaire est recommandé.			
連絡先 (Contact Address) meiwriting@ilas.nagoya-u.ac.jp			
連絡事項 (Notes) Pour s'inscrire à ce cours, merci d'envoyer un email de préinscription à meiwriting@ilas.nagoya-u.ac.jp (se référer aux instructions générales des cours d'Academic Writing pour les dates de début des cours et les salles). Le statut d'auditeur libre est également possible.			

年度(西曆) (Year) 2014年度	開講期 (Term) 前期	曜日 (Day) 月	時限 (Period) 4
科目名 (Course Title) 中国語(アカデミック・ライティング) I			
担当教員 (Instructor) 盧建			
履修条件あるいは関連科目等 (Enrollment Conditions, etc.) 不分国籍, 不分专业, 凡想培养汉语思维、提高汉语论文写作技巧以及发表技巧的学生均可参加。最好具有一定的用汉语发表见解以及参加讨论的能力。			
目的と目標 (Course Objective) 这门课的主要目标是培养学生中文学术论文的写作能力。我们将从学生的实际出发, 通过课程的系统训练, 逐步引导学生建立汉语思维, 并掌握汉语的语言习惯以及论文的写作技巧, 以致达到能用中文发表论文的水平。课程计划分为前、后两个阶段, 第一阶段是准备阶段, 以培养学生的“汉语感觉”为目的, 重点语言习惯的培养和思维能力的训练; 第二阶段是实践阶段, 以写作技巧为主线进行具体的指导与实践, 争取在课程结束时, 帮助学生完成一篇“名副其实”的中文小论文。			
内容と計画 (Course Content) 前期阶段: 目的是为写论文作思维与语言上的准备。主要内容包括: (1) 学术论文的基础知识储备(如: 介绍各专业学术论文的特征、论文的写作流程、文章构成、论题选择等等); (2) 通过阅读优秀论文, 介绍汉语学术论文的整体特征、格式、规范和要求; (3) 介绍汉语的思维与语言习惯, 从中、日、英对比的角度出发, 分析作为一篇学术论文, 中文篇章表现上的“约定俗成”以及语法规则和惯用表现的理据; (4) 翻译练习, 比较直接用汉语写成的论文和以翻译为中介手段而完成的中文论文二者之间的区别; (5) 同源译文的分析对比; (6) 通过母语进行逻辑思辨能力的训练; (7) 如何确定选题; (8) 如何撰写研究计划 后期阶段: 目的是以写作实践为主, 一步步引导学生完成一篇小论文的写作。主要内容包括: (1) 如何制定一个清晰、明确的中文标题; (2) 如何简明扼要地概括论文中心论点; (3) 如何建立论文的论证结构, 并冠以明确的中文表述; (4) 如何根据论题确定研究方法; (5) 如何撰写论文提要(abstract); (6) 如何撰写“前言”和“结语”; (7) 行文技巧(比如参考文献的文体、论据的筛选、“引用”的表述、汉语语料库以及资料的收集方 ※以上内容计划以学年为单位完成, 分为前期课程和后期课程, 不过具体实施上将根据学生的选修情况做时间及内容上的调整, 以期使每位学生能学以致用。			
成績評価の方法と基準 (Grading Basis) (1) 出席次数在总课次的2 / 3以上; (2) 课堂表现			
教科書, 参考書, 参照情報等 (Textbook, Reference book, etc.) 随堂布置			
連絡先 (Contact Address) lujian@ilas.nagoya-u.ac.jp lujian55578@hotmail.com			
連絡事項 (Notes) 这是一个学习的课堂, 也是大家练习学会发表以及交流的场所。课上学生们从自己的研究出发, 互相启发, 互相帮助, 创设了一个很好的研究氛围。汉语非母语的学生, 除了论文写作训练以外, 还可以提高汉语的语言表达能力; 中国留学生可以训练逻辑思辨能力以及提高论文的写作技巧。每周除了正常授课外, 还有一节个别辅导时间, 有需要的学生可以利用这个时间商谈论文或练习学会发表。有时候也会开研究发表会, 供大家学术交流。总之, 它就像一个“汉语之家”, 欢迎更多的同学加入到我们的行列中。			

年度(西暦) (Year)	開講期 (Term)	曜日 (Day)	時限 (Period)
2014年度	前期	水	3
科目名 (Course Title) 英語(アカデミック・プレゼンテーション) I 担当教員 (Instructor) Mark Weeks			
履修条件あるいは関連科目等 (Enrollment Conditions, etc.) 1. Graduate students, researchers who are able to take classes and communicate functionally in English are eligible. 2. In the case of over-enrolment, students will be accepted on a “first come, first served” basis.			
目的と目標 (Course Objective) The central aims of this course are to help students/researchers in any field to 1. acquire skills in drafting logical, clear and persuasively effective academic presentations 2. develop confidence and competence in delivering presentations in English 3. practice discussion and informal conversation for academic contexts			
内容と計画 (Course Content) Classes are conducted in an informal atmosphere, with students discussing issues and working together in pairs or small groups, changing partners each week. Most lessons include a short interactive lecture by the instructor on one of the themes listed below, with related group or class discussions and exercises. The following is a tentative outline of issues discussed. * Introduction: the functions and pleasures of presentations * Finding your controlling idea and significance * Understanding and communicating with audiences * Structuring a presentation * Using logical support and evidence effectively * Language for structural clarity * Delivery: voice, body language, interaction with slides * Effective slide use and design * Question time language and strategies * Techniques for reducing nervousness Students will be encouraged to deliver two presentations, at least one with slides, during the semester in order to gain experience and receive helpful detailed feedback for further improvement.			
成績評価の方法と基準 (Grading Basis) Two presentations 30% * Students are required to attend a minimum of 10 lessons in order to receive credits for the course.			
教科書, 参考書, 参照情報等 (Textbook, Reference book, etc.) All materials are prepared and provided by the instructor. Electronic copies of key materials will be sent to students throughout the course. While some materials are original products of the instructor, the following sources are also used: 1. Adrian Wallwork, English for Presentations at International Conferences, New York: Springer, 2010. 2. Michael Alley, The Craft of Scientific Presentations, New York: Springer, 2003. 3. Garr Reynolds, Presentation Zen, Berkeley (CA): New Riders, 2008. 参考書 It will be helpful to bring a dictionary for using English to class			
連絡先 (Contact Address) weeks@lang.nagoya-u.ac.jp			
連絡事項 (Notes) Academic presentations are increasingly important in global research communities today. In an atmosphere that is relaxed but at the same time challenging, I want to show that it is possible to enjoy sharing our ideas in English. The first step is to think deeply about why we’re speaking and what our main point is. The next is careful preparation based on the key principles of thematic focus, logical clarity and persuasive support. The instructor will also provide practical support and advice for participants preparing to give academic presentations outside the course.			