CCF001E Christian Life Formation 1

4 Credits
N/A
Fall&Winter

KOINONIA professor

<Course Description and General Goals>

This course is part of a 4-year course subject (transfer students will take 2 years) offered every year on a yearly schedule. This course is an important part of the Practical Theological Education (one of the University's Foundational Principles), and, through holistic TCU educational opportunities, aims to train Christians who exemplify the gospel in their personal lives while being used in church and society.
This course focuses on general development and goal setting for spiritual educational and lifestyle development by 1. Participation in University Chapel (including small group chapel "Koinonia"), 2. Proactively planning and reviewing lifestyle activities 3. Using active participation at local churches in worship and in service to develop into Christians that can be used by God and people to actively serve others and society.
In light of the 3 objectives listed above, students will set goals and evaluate themselves (TCU Portfolio). Through the portfolio and interviews with faculty members, students will increase their own self-awareness, and be able to more intentionally select and work toward future goals to develop themselves.

<Session Titles and Descriptions>

1. Chapel

Chapel is a break from life and studies – a time we focus on God together, a time we intentionally focus on growing spiritually. Chapel (including Koinonia) is the foundation of TCU student life, and the core of our identity as a TCU community of faith. As the core of what we learn and what we integrate into the center of our lifestyles, let's remember the great importance of attending chapel.

2. Koinonia

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3. Student lifestyle including dorm life

Through student life, founded on dorm life and committee activities, we have daily opportunities to integrate our learning with daily life, and we aim to apply our studies to our lives. The comprehensive foundational concept for student life, "Love God and love others" and "Christian Freedom" according to Martin Luther are the basis and allow us to continue to learn as we serve each other in our daily lives.

4. Church Practicum

Through participation in a local church, we increase our understanding of comprehensive church life, and can increase our use of talents and passion through our service and practice. We respect our church activities, including Sunday worship and prayer meetings, and work to learn through guidance from our practicum church pastors, while being faithful in fulfilling our responsibilities.

5. TCU Portfolio

The TCU Portfolio is a method of recording each student's growth in studies, lifestyle activities and spirituality. Throughout each semester, as well as the beginning and end of the year, students will set goals and reflect on those with Portfolio entries. While setting goals, students will develop methods to move toward those goals.

The goal of the TCU Portfolio is to establish a set cycle for each student to look for observable growth, and with feedback from faculty, to develop themselves more intentionally into the working people that God has called them to be.

<Specific Goals and Expected Achievements>

・Through Chapel, (including Koinonia (small group chapel)), the student has grown spiritually or deepened in level of personal development compared to last year.
・Through the church practicum, the student has grown in attitude and ability in participation in worship and in service compared to last year.
・Through the entirety of student life and activities, including dorm life, the student has grown in intentionally seeking to integrate and holistically apply the Word to their everyday lifestyle compared to last year.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

<Teaching Methods>
Group work/Group discussion, TCU Online, Teams

<(*)Textbooks/References>
Student Handbook “Campus Chapel” (Chapter 2 Student Life), Tokyo Christian University
Student Handbook “Life in Church” (Chapter 2 Student Life), Tokyo Christian University

<Evaluation Guideline>
Other 100 %
Other 100%
Christian Life Formation is evaluated on a [Pass/Fail] basis. At the end of the academic year, students will have an individual interview (or group interview) based on entries in the TCU Portfolio. Evaluation judgement will be based on the following points:
1. Portfolio Entries (Spiritual, Studies, and Lifestyle activity goals and reflections)
2. The assigned professor’s evaluation based on personal (or group) interview
3. Chapel attendance
4. Koinonia (small group chapel) attendance
※Koinonia attendance is recorded. If there is a personal reason that prevents attendance, please contact your teacher beforehand.
※Under special circumstances, (commuting students, etc.) where it is difficult to attend small group chapel, please notify your assigned teacher.
5. Turning in documentation from the Church Practicum Program (Church Practicum Plan and Church Practicum Evaluation)

<Amount of Time Students Should Spend in Preparation Each Week>
The TCU Portfolio (Semester) entry has a space at the beginning of the trimester for students to write their goals for the semester regarding Spiritual, Academic and Lifestyle aspects. There is also a space for review and reflection entries at the end of the trimester. (As a general rule, time is set aside during Koinonia for the students to make these entries)

There is also a space in the self-evaluation section for a yearly review and self-evaluation of dorm life, student life and activities according to the Diploma Policy standards and objectives. This entry is usually done in January. There is a space for students to reflect on and indicate specific aspects of student life that were problematic, or that need improvement (for example, dorm life, chapel, Koinonia, committee activities, etc.)

Students will also record their Church Practicum Goals (April) and Church Practicum self-evaluation (at the same time as the Portfolio self-evaluation) under the (Church Practicum) tab in the Portfolio.

<Ways in which feedbacks are given to the students on their reports and exams>
Each appointed teacher should check the TCU Portfolio entries for their assigned students and respond to the contents with appropriate comments. Teachers should also conduct an end-of-year interview with each student.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>
Required course for all students

CCF002E Christian Life Formation 2

4 Credits
N/A
Fall&Winter

KOINONIA professor

<Course Description and General Goals>

This course is part of a 4-year course subject (transfer students will take 2 years) offered every year on a yearly schedule. This course is an important part of the Practical Theological Education (one of the University's Foundational Principles), and, through holistic TCU educational opportunities, aims to train Christians who exemplify the gospel in their personal lives while being used in church and society.
This course focuses on general development and goal setting for spiritual educational and lifestyle development by 1. Participation in University Chapel (including small group chapel "Koinonia"), 2. Proactively planning and reviewing lifestyle activities 3. Using active participation at local churches in worship and in service to develop into Christians that can be used by God and people to actively serve others and society.
In light of the 3 objectives listed above, students will set goals and evaluate themselves (TCU Portfolio). Through the portfolio and interviews with faculty members, students will increase their own self-awareness, and be able to more intentionally select and work toward future goals to develop themselves.

<Session Titles and Descriptions>

1. Chapel

Chapel is a break from life and studies – a time we focus on God together, a time we intentionally focus on growing spiritually. Chapel (including Koinonia) is the foundation of TCU student life, and the core of our identity as a TCU community of faith. As the core of what we learn and what we integrate into the center of our lifestyles, let's remember the great importance of attending chapel.

2. Koinonia

Koinonia (small group chapel) is a place to share and grow spiritually between fellow students, as well as with the faculty and staff. Koinonia happens during the Friday Chapel time each week. The groups are divided into 1st year, 2nd year, Course-related groups (3rd and 4th years), Graduate 1st year, Graduate 2nd year, and the Postgraduate Music groups. We regard the opportunity to learn and live with our fellow students as a great blessing from God, and we aim for a deeper fellowship founded on God's word.

3. Student lifestyle including dorm life

Through student life, founded on dorm life and committee activities, we have daily opportunities to integrate our learning with daily life, and we aim to apply our studies to our lives. The comprehensive foundational concept for student life, "Love God and love others" and "Christian Freedom" according to Martin Luther are the basis and allow us to continue to learn as we serve each other in our daily lives.

4. Church Practicum

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5. TCU Portfolio

The TCU Portfolio is a method of recording each student's growth in studies, lifestyle activities and spirituality. Throughout each semester, as well as the beginning and end of the year, students will set goals and reflect on those with Portfolio entries. While setting goals, students will develop methods to move toward those goals.

The goal of the TCU Portfolio is to establish a set cycle for each student to look for observable growth, and with feedback from faculty, to develop themselves more intentionally into the working people that God has called them to be.

<Specific Goals and Expected Achievements>

・Through Chapel, (including Koinonia (small group chapel)), the student has grown spiritually or deepened in level of personal development compared to last year.
・Through the church practicum, the student has grown in attitude and ability in participation in worship and in service compared to last year.
・Through the entirety of student life and activities, including dorm life, the student has grown in intentionally seeking to integrate and holistically apply the Word to their everyday lifestyle compared to last year.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

<Teaching Methods>
Group work/Group discussion, TCU Online, Teams

<(*)Textbooks/References>
Student Handbook “Campus Chapel” (Chapter 2 Student Life), Tokyo Christian University
Student Handbook “Life in Church” (Chapter 2 Student Life), Tokyo Christian University

<Evaluation Guideline>
Other 100 %

<Amount of Time Students Should Spend in Preparation Each Week>
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There is also a space in the self-evaluation section for a yearly review and self-evaluation of dorm life, student life and activities according to the Diploma Policy standards and objectives. This entry is usually done in January. There is a space for students to reflect on and indicate specific aspects of student life that were problematic, or that need improvement (for example, dorm life, chapel, Koinonia, committee activities, etc.)

Students will also record their Church Practicum Goals (April) and Church Practicum self-evaluation (at the same time as the Portfolio self-evaluation) under the (Church Practicum) tab in the Portfolio.

<Ways in which feedbacks are given to the students on their reports and exams>
Each appointed teacher should check the TCU Portfolio entries for their assigned students and respond to the contents with appropriate comments. Teachers should also conduct an end-of-year interview with each student.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>
Required course for all students

CCF003E Christian Life Formation 3

4 Credits
N/A
Fall&Winter

KOINONIA professor

<Course Description and General Goals>

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In light of the 3 objectives listed above, students will set goals and evaluate themselves (TCU Portfolio). Through the portfolio and interviews with faculty members, students will increase their own self-awareness, and be able to more intentionally select and work toward future goals to develop themselves.

<Session Titles and Descriptions>

1. Chapel

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3. Student lifestyle including dorm life

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4. Church Practicum

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5. TCU Portfolio

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<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
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DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

<Teaching Methods>
Group work/Group discussion, TCU Online, Teams

<(*)Textbooks/References>
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Student Handbook “Life in Church” (Chapter 2 Student Life), Tokyo Christian University

<Evaluation Guideline>
Other 100 %

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＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

CCF004E Christian Life Formation 4

4 Credits

N/A

Fall&Winter

KOINONIA professor

<Course Description and General Goals>

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<Relationship to the diploma policy>

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DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>
Group work/Group discussion, TCU Online, Teams

<(*)Textbooks/References>
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<Evaluation Guideline>
Other 100 %

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<Ways in which feedbacks are given to the students on their reports and exams>
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＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

CCW110E Christ and the World I: Issues Facing the Church Today

2 Credits

Mid-size Classroom 5
Winter Thu-3,4

David Sytsma

<Course Description and General Goals>

This course provides a foundation for the more detailed courses in Systematic Theology. Whereas those courses explore specific doctrines in a detailed way, the present course introduces the concept of systematic theology in general. We will discuss the nature of theology, the character of a theologian, principles of theology, the history of theology, the organization of theology, and some general issues relating to the practice of theology: philosophy, biblical interpretation, and truth and beauty in theology. Through this study students will become familiar with basic theological vocabulary, people, and works relating to the discipline. We will not be discussing major differences among Evangelical traditions—such as the Lutheran, Anabaptist, Reformed, Wesleyan, Pentecostal, and Dispensationalist—since any differences will be discussed at the relevant points in other courses. Neither will we discuss detailed debates on various theological topics like infant vs. adult baptism. Such debates will be taken up in the three subsequent systematic theology courses.
The main textbook for the course is J. V. Fesko, The Cathedral of Theology: Principles of Christian Dogmatics (2026). All other readings will be provided by the professor or will be available from the library.

<Session Titles and Descriptions>

Week1 Introduction
Week2 What is Systematic Theology?
Week3 How to Study Theology (Method and Character)?
Week4 Historical Periods and Systems
Week5 Major Topics I
Week6 Major Topics II
Week7 Topics in Focus I: Creeds and Confessions
Week8 Topics in Focus II: General Revelation and Philosophy
Week9 Topics in Focus III: Biblical Interpretation
Week10 Class Discussion of Student Projects

<Specific Goals and Expected Achievements>

The course is intended to lay a foundation for theological study. Students will come to a basic appreciation of the concept and process of systematic theology. In addition, students will become familiar with its history, important theologians from the past, and theological vocabulary used to cover the main topics of systematic theology. Students will become familiar with important issues that relate to systematic theology as a whole, and appear throughout specific topics—philosophy, biblical interpretation, and truth and beauty in theology.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online

<(*)Textbooks/References>

* J. V. Fesko, The Cathedral of Theology: Principles of Christian Dogmatics (IVP Academic, 2026)
All other readings are available online or will be provided on the online course page.

<Evaluation Guideline>

Class Participation 10 %
Assignments 50 %
Final Report 40 %

<Amount of Time Students Should Spend in Preparation Each Week>

4+ hours

<Ways in which feedbacks are given to the students on their reports and exams>

Required course for all students

Students are encouraged to make an appointment during office hours or at other times to receive personal feedback above and beyond feedback given in class.

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

CCW120E Christ and the World II: Issues Facing the Church through Time

2 Credits

Mid-size Classroom 3
Fall Tue-3,4

David Sytsma

<Course Description and General Goals>

This course introduces students to Christ’ s relevance in their contemporary context by exploring the church’ s call to perceptive biblical engagement in the most pressing conundrums and fractures besetting all corners of culture, local and global. From the impact of religious extremism, to the rise of naturalistic atheism, to the popularity of pluralism, the church’ s concept of God continues to require reevaluation and articulation. Simultaneously, the church grapples with embodying a biblical concept of community that dignifies all image-bearers. For instance, presently salient—particularly for Japan—is navigating issues of gender and sexuality. The church faces fresh challenges in its relation to power as structures consolidating influence now incorporate complex international and economic dynamics. As technological advancement ushers in an unprecedented information age and exposes environmental crises, the church encounters a new set of hermeneutical hurdles, considering if and how the Bible speaks to such matters. With issues multiplying and modulating at a dizzying pace, this course seeks to invigorate students’ pursuit of a Christian liberal arts education as an invaluable asset for coming to think and relate in redemptive kingdom-oriented ways that bear the life-renewing presence of Christ into His world today.

<Session Titles and Descriptions>

Week1 Christians in the World
Week2 Islam
Week3 Plague
Week4 Colonialism
Week5 Resistance and Revolution
Week6 Slavery
Week7 Materialism
Week8 Poverty
Week9 Japan
Week10 Sexual Revolution

<Specific Goals and Expected Achievements>

Students will read about and discuss various topics throughout the history of Christianity that are of continued significance today. By the end of the class students will be familiar with many of the problems Christians faced through time and past responses to these problems. Students will write weekly journal entries based on the weekly readings. These journal entries are intended to encourage reflection on the reading and to facilitate class discussion. In addition, each student will complete one background report. This exercise is intended as background to the week's readings and will help to inform class discussion by providing the class with some context about the readings.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 10 %
Reflection Papers 20 %
Assignments 20 %
Other 50 %
(Notes)
Class Participation 10%
Reflection Papers = Weekly Readings 20 %
Assignments = Background Report (one per student) 20 %
Other = Journal 50 %

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 hours

<Ways in which feedbacks are given to the students on their reports and exams>

grades assigned to journals with comments

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Required course for all students

CCW130E Christ and the World III: Issues Facing Ancient Israel and the Early Church

2 Credits

Small Classroom 1
Spring Tue-3,4

Jun Sato

<Course Description and General Goals>

This course aims to foster a foundational understanding of the contents of each book of the Old Testament. Students will situate each book within its historical context and within the overarching structure of Scripture, identify its literary genre and interpretive assumptions, clarify its central themes, and gain an understanding of its major characters, events, and theological emphases. Moreover, students will learn from the Old Testament—written in the past—and discern its contemporary relevance for those living today. Given the limited number of class sessions, it is not possible to cover all thirty-nine books of the Old Testament in detail. Nevertheless, the course seeks to cultivate an interest in the Old Testament, to build a foundational framework and methodology for future study, and to prepare students for further academic engagement. Greater emphasis will be placed on grasping the overall structure and developing interpretive skills than on acquiring exhaustive knowledge of specific details.

<Session Titles and Descriptions>

Week1 Syllabus explanation / Introduction to the OT (1)
Week2 Introduction to the OT (2)
Week3 Genesis
Week4 Exodus, Leviticus, Numbers, Deutronomy
Week5 Joshua, Judges
Week6 Samuels, Kings, Chronicles
Week7 Isaiah
Week8 Jeremiah
Week9 Ezekiel
Week10 Ezra / Nehemiah / Summary of the Course

<Specific Goals and Expected Achievements>

This course aims to help students gain a comprehensive understanding of the Old Testament by exploring its overarching narrative flow, literary structure, and central theological themes. Through careful study, students will deepen their interest in the Old Testament and build a solid foundation for further biblical studies. Particular attention will be given to the interrelationships among the individual books of the Old Testament, helping students see how diverse texts together form a coherent whole, as well as how the Old Testament relates to and informs the New Testament. In addition, the course encourages students to discern how the messages and worldviews of the Old Testament speak meaningfully to contemporary issues faced by modern society and the church, fostering thoughtful and relevant theological reflection.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online

<(*)Textbooks/References>

* Bible

<Evaluation Guideline>

Class Participation 20 %
Presentations 30 %
Final Report 50 %
※ Class Participation = Attendance / Bible Quiz
※ Presentation = Presentation on an assigned biblical character.
※ Final Paper = Students will choose one topic from the designated themes and write a paper.

<Amount of Time Students Should Spend in Preparation Each Week>

1 hour

<Ways in which feedbacks are given to the students on their reports and exams>

Assignments and papers will be returned on a rolling basis, along with the instructor’s grading and comments.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted. Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

Required course for all students

If you have any concerns regarding the course—such as physical or mental health issues, uncertainty about how to write papers, or other difficulties—please inform the instructor. Flexible accommodations will be made.

CTS110E TCU Standard 1

2 Credits

Small Classroom 1
Fall Thu-3,4

David Sytsma
Motoaki Shinohara

<Course Description and General Goals>

This is a one-year course for new students to gain insights and to develop skills and competencies necessary for success in academic life, student life, and extra-curricular life at Tokyo Christian University and, consequently, beyond. We will gain insights especially through sharing and interpreting together our lived experiences, as well as through thoughtful interaction with others, both on and off campus. We will develop skills and competencies through deliberate (thoughtful) practice and reflection on that practice. More specifically, the course aims to help students think responsibly about their Christian character and spiritual development; develop academic skills foundational for self-directed and group learning; develop social skills for life in an international community; and understand their places as Christians living and working within the contexts of history, culture, and society, especially within Japan. The course will proceed as an interactive seminar through which students will experience both the joys and challenges of learning in a community with others very different from themselves. Students will engage in individual and group exercises, read and reflect together, and actively raise and discuss questions and observations about our learning community.

<Session Titles and Descriptions>

Week1 TCU History and Principles (August 25)
Week2 Academics at TCU (September 1)
Week3 Academics at TCU (September 8)
Week4 How to Read a Book (September 15)
Week5 How to Read a Book (September 22)
Week6 Christian Denominations in Japan (September 29)
Week7 Christian Denominations in Japan (October 6)
Week8 Mission in Japan and TCU's Role (October 13) Shinohara
Week9 Life Together at TCU (October 20) Shinohara
Week10 Wrap-up (October 27)

<Specific Goals and Expected Achievements>

- Think more deeply than before about Christian character and spiritual development.
- Acquire and/or polish academic skills foundational for self-directed and group learning.
- Become more knowledgable and confident in one's social skills for life in Japan.
- Become more knowledgable and reflective about Christian modes of thinking (worldview, etc.), character development, and calling.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

To be determined

<Evaluation Guideline>

Class Participation 50 %
Assignments 50 %
The class participation score may include assessments concerning preparedness, and the student's employment of a range of "conversational roles." "Reflection Papers" may include oral reports, ranging from confirmation that the student completed the assignment to a thoughtful written reflection.

<Amount of Time Students Should Spend in Preparation Each Week>

2 to 5 hours

<Ways in which feedbacks are given to the students on their reports and exams>

Scores and some written comments. Students are encouraged to speak directly with one or both professors for more detailed feedback.

<Use of Generative AI in Reports and Assignments>

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Required course for all students

CTS120E TCU Standard 2

2 Credits

Mid-size Classroom 3
Winter Fri-3,4

Mieko Iwata

<Course Description and General Goals>

Course Description and General Goals

TCU Standard is a one-year course for new students to acquire insights and skills necessary for success in academic life, student life, and
extra-curricular life at Tokyo Christian University. More specifically, the course aims to help students cultivate a Christian worldview while experiencing Christian character development; think responsibly about their spiritual development; develop academic skills foundational for self-directed and group learning; develop social skills for life in an international community; and understand their places as Christians living and working within the contexts of history, culture, and society. The course will proceed as an interactive seminar through which students will experience both the joys and challenges of learning in a community with others very different from themselves. Students will engage in individual and group exercises, read and reflect together, and actively raise and discuss questions and observations about our learning community. Each term the themes are subject to change because the content is tailored to the current needs of the students and the learning community.

<Session Titles and Descriptions>

Week1 Introduction
Week2 Founding Philosophy of TCU (with Lego blocks)
Week3 Self-Care management
Week4 Exploring Inzai (Field trip) I
Week5 Exploring Inzai (Field trip) II
Week6 Purpose and Significance of CLF (Church Practicum)
Week7 Bible Scripture with Art
Week8 Christian Romance and Marriage
Week9 Visiting Office Hours
Week10 Student Presentations ＊The schedule is subject to change.

<Specific Goals and Expected Achievements>

Specific Goals
Students will be expected to;
- To develop academic skills foundational for self-directed and group learning.
- To practice and develop social skills for life in an international community.
- To think and learn more deeply about Christian modes of thinking (worldview, etc.), character development, and calling.
We will provide several opportunities for students to develop skills, self-awareness and depth of character.

Assignments:
Students are expected to complete daily short assignments, including reaction papers, fieldwork assignments, in-class discussion assignments, and quizzes during the course. Assignments will be weighted differently depending on their nature. Some will be one point, others multiple points.

Goals
学生には次のことが期待されます
- 自主学習やグループ学習の基礎となる学力を養います。
- 国際社会で生活するための社会的スキルを実践し、開発する。
- キリスト教の考え方（世界観など）、人格形成、召命についてより深く考え、学ぶ。
課題:
学生は、コース中にリアクションペーパー、フィールドワークの課題、クラス内でのディスカッションの課題、クイズなどの短い課題を毎日完了することが求められます。割り当ての重み付けは、その性質に応じて異なります。 1
点のものもあれば、複数点のものもあります

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>

Presentation

<(*)Textbooks/References>

<Evaluation Guideline>
Class Participation 10 %
Reflection Papers 70 %
Presentations 10 %
Other 10 %
Other: Office Hour Visit Report

<Amount of Time Students Should Spend in Preparation Each Week>
Differs by week

<Ways in which feedbacks are given to the students on their reports and exams>
Oral feedback in class and Written feedback on the reflection papers

＜Use of Generative AI in Reports and Assignments＞
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Required course for all students

Plagiarism on any assignment, in accordance with the policies of TCU, will result in a failing grade for the course and possibly further disciplinary action.

CTS130E TCU Standard 3

2 Credits

Small Classroom 2
Spring Thu-3,4

David Sytsma

<Course Description and General Goals>

This is a one-year course for new students to acquire insights and skills necessary for success in academic life, student life, and extra-curricular life at Tokyo Christian University. More specifically, the course aims to help students cultivate a Christian worldview while experiencing Christian character development; think responsibly about their spiritual development; develop academic skills foundational for self-directed and group learning; develop social skills for life in an international community; and understand their places as Christians living and working within the contexts of history, culture, and society. The course will proceed as an interactive seminar through which students will experience both the joys and challenges of learning in a community with others very different from themselves. Students will engage in individual and group exercises, read and reflect together, and actively raise and discuss questions and observations about our learning community.

<Session Titles and Descriptions>

Week1 Introduction (April 11)
Week2 Christian Philosophy as a Way of Life (April 18)
Week3 Christian Philosophy as a Way of Life (April 25)
Week4 Christian Philosophy as a Way of Life (May 2)
Week5 Christian Education and Worldview (May 9)
Week6 Christian Education and Worldview (May 16)
Week7 Christian Education and Worldview (May 23)
Week8 Christian Worldview (June 6)
Week9 Christian Worldview (June 13)
Week10 Christian Worldview (June 20)

<Specific Goals and Expected Achievements>

To develop academic skills foundational for self-directed and group learning.
To practice and develop social skills for life in an international community.
To think and learn more deeply about Christian modes of thinking (worldview, etc.), character development, and calling.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP
BA Essential Subjects

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion

<(*)Textbooks/References>

* Bavinck Herman. Christian Worldview. Translated & edited by Nathaniel Gray Sutanto, James Eglinton, and Cory C. Brock. Wheaton, IL: Crossway, 2019.
* Inman, Ross D. Christian Philosophy as a Way of Life: An Invitation to Wonder. Grand Rapids, MI: Baker Academic, 2023.
* Kennedy, Simon P. Against Worldview: Reimagining Christian Formation as Growth in Wisdom. Bellingham, WA: Lexham Press, 2024.

<Evaluation Guideline>

Class Participation 20 %
Assignments 50 %
Final Report 30 %

<Amount of Time Students Should Spend in Preparation Each Week>

1-2 hours

<Ways in which feedbacks are given to the students on their reports and exams>

discussion of assignments during class

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

Required course for all students

IGP400E Graduation Thesis

6 Credits

N/A

All Year

David Sytsma

<Course Description and General Goals>

Each student may choose write a graduation thesis in the senior year at Tokyo Christian University. The chief purpose of writing a thesis is for the student to cultivate his or her ability in logical thinking, and this is particularly required for some who plan to pursue further studies in the future. The thesis topic should reflect the wide spectrum of the ACTS-es program, but preferably not beyond it. The student may request to work with a particular professor as his or her supervisor under the permission of the department chair. The student is advised to have weekly sessions with his or her supervisor throughout the academic year, and have advice from the supervisor in the whole process from narrowing down the topic till writing up the thesis. The thesis must contain a statement that can be expressed in a few sentences. Its length must be approximately 50–60 pages (A4 size, double-spaced), or 10,000 words.

<Session Titles and Descriptions>

The student is advised to have weekly sessions with his or her supervisor throughout the academic year. The general schedule is as follows:

Orientation: Beginning of September
Submission of thesis topics and supervisor requests: September
Thesis proposal: September
Submission of first draft: Late April or Early May
Submission of final draft: End of May

<Specific Goals and Expected Achievements>

Students will demonstrate an ability to formulate a research question and project on a specialized field of study. They will defend the project with support from relevant primary and secondary sources, and document this research with notes and bibliography.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* A Manual for Writers of Term Papers, Theses, and Dissertations, Kate L. Trabian (6th ed.; Chicago: University of Chicago Press, 1966)

<Evaluation Guideline>

Other 100 %
1) If the problem the student sets out at the beginning is the real one or worthy of doing research. This criterion has also to do with how far the student has done bibliographical research or collected relevant data.
2) If the thesis is written logically and convincingly.
3) how far the goal of the thesis is attained.

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 hours

<Ways in which feedbacks are given to the students on their reports and exams>

Meetings and feedback from advisor throughout the academic year.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

Tetsuya Morita

<Course Description and General Goals>

Apply what you learn at TCU to various work environments. By experiencing tasks in a professional setting, deepen your understanding of industries and jobs. Additionally, by listening to actual stories from seniors and experts, reflect on your own suitability and potential contributions to society after graduation.
The objectives include experiencing the joy and fulfillment of work, understanding your suitability for the job you want, identifying your strengths and weaknesses in the workplace, and experiencing the challenges of practical work.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

Participate with a clear purpose and complete the internship. Deepen your understanding of the desired job type, industry, and workplace. Acquire the manners and skills necessary for professionals. Leverage the experience for job hunting.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

<Teaching Methods>

Project Based Learning, Fieldwork

<(*)Textbooks/References>

<Evaluation Guideline>

Assignments 10 %
Final Report 80 %
Other 10 %
Final Report: Internship Report 80%
Assignments: Internship Diary 10%
Other: Internship Site Evaluation 10%

<Amount of Time Students Should Spend in Preparation Each Week>

1. Attendance at a career internship orientation session.
2. Participation in a manners workshop hosted by the Career Support Office (or attendance at an alternative workshop provided by the Career Support Office).
3. Submission of an application form to the desired internship provider.
4. Meeting with the Career Support Office.
All the above requirements must be completed.

<Ways in which feedbacks are given to the students on their reports and exams>

Submit the practice notebook to the internship provider and receive comments and advice. Grade the submitted assignments, write comments, and return them.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

Contact the Career Support Office as soon as you think you might be interested in this internship

IIS310E Internship A: Global Studies

2 Credits

off-campus

All Year

Tetsuya Morita

<Course Description and General Goals>

This course is a project-based learning program that allows students to explore and deepen their own learning through direct contact with issues related to cross-cultural and global themes. Internship A (approximately one to two weeks) is designed to provide students with an internship at a site in Japan or abroad where they can explore a theme of interest to them. First, students will submit a written plan that includes the results of their research on the topic and an internship plan. Then, after receiving permission from the internship site, the student will do the internship for the period of his/her choice. The internship may be concentrated over a period of time, or it may take place over the course of a semester or year. Students are encouraged (but not required) to work with other students interested in the same topic, especially those from different cultural backgrounds. After the internship, students are required to submit a report summarizing their learning through the internship as well as a self-evaluation. A presentation based on the report will be given to internal and external audiences. The main purpose of the internship is for students to learn what it means to "Stand in the Gap" as a Christian in a practical way by engaging in a series of learning activities from planning, practicing, and reflecting on the exploratory learning process on their own initiative. This internship is mainly for Global Studies majors and minors, but other majors are also welcome.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

・Problem-solving skills: These refer to the ability to comprehend a research problem thoroughly from a critical thinking perspective and to logically develop a feasible strategy to solve it.
・Planning and management skills: These involve the capability to plan and execute an internship program or collaborative work on one's own, without relying on others to oversee the process.
・Communication skills: These entail the capacity to effectively and smoothly communicate with the individuals involved in planning and implementing a project or initiative.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

<Teaching Methods>

Group work/Group discussion, Presentation, Project Based Learning, Fieldwork

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 10 %
Presentations 20 %
Final Report 50 %
Other 20 %
The final report will be evaluated based on its comprehensiveness, relevance to the chosen theme, depth of reflection, and evidence of personal and academic growth.
"Participation" will be judged by whether the student regularly reports to, communicates with, and consults with the instructor in charge during the planning, implementation, and submission of the final report of the practical training.

Students will be assessed on the clarity, structure, delivery, and visual support of the presentation made to internal and external audiences.

"Other" means the evaluation by the person in charge of your internship's host organization.

<Amount of Time Students Should Spend in Preparation Each Week>

We will explain this at the first class.

<Ways in which feedbacks are given to the students on their reports and exams>

We encourage you to arrange a time with a faculty member during office hours or other times to receive personal feedback. Please contact us in advance via email or other means to arrange a time to meet with us.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

・Students are encouraged to take IMS320J: Major Seminar: Global Studies, which is offered in the fall and winter semesters.・Please contact the faculty for details.

・Morita morita@tci.ac.jp

・Babirye babirye@tci.ac.jp

Important Notes for Students Participating in Overseas Internship

If you plan to participate in an overseas internship, in addition to the internship plan, you must submit the following documents by the designated deadlines. These are required to assess whether the internship can be conducted safely, so please strictly observe the submission deadlines.

Documents to be submitted

GS Major Internship Plan [Word] — Due two months before the practicum start date

GS Major Internship Notification (Overseas) [Excel] — Due two months before the practicum start date

GS Major Internship (Overseas) Detailed Itinerary [Excel] — Due one month before the practicum start date

Submission to: Prof. Babirye (Babirye@tci.ac.jp)

Important Notes When Planning an Internship Overseas

☒ Check the Ministry of Foreign Affairs Overseas Safety Information (Country/Region Information page) to confirm that both the country’s risk level and infectious disease risk level are at Level 1.

☒ Confirm whether a visa application is required.

☒ Confirm whether any specific vaccinations are required.

☒ Check the expiration date of your passport.

☒ When searching for flights, do not purchase tickets with unreasonable schedules simply because they are cheaper.

IIS320E Internship B: Global Studies

4 Credits

off-campus
All Year

Tetsuya Morita

<Course Description and General Goals>

This course is a project-based learning program that allows students to explore and deepen their own learning through direct contact with issues related to cross-cultural and global themes. Internship B (approximately one month) is designed to provide students with an internship at a site in Japan or abroad where they can explore a theme of interest to them. First, students will submit a written plan that includes the results of their research on the topic and an internship plan. Then, after receiving permission from the internship site, the student will do the internship for the period of his/her choice. The internship may be concentrated over a period of time, or it may take place over the course of a semester or year. Students are encouraged (but not required) to work with other students interested in the same topic, especially those from different cultural backgrounds. After the internship, students are required to submit a report summarizing their learning through the internship as well as a self-evaluation. A presentation based on the report will be given to internal and external audiences. The main purpose of the internship is for students to learn what it means to "Stand in the Gap" as a Christian in a practical way by engaging in a series of learning activities from planning, practicing, and reflecting on the exploratory learning process on their own initiative. This internship is mainly for Global Studies majors and minors, but other majors are also welcome.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

・Problem-solving skills: These refer to the ability to comprehend a research problem thoroughly from the critical thinking perspective and to logically develop a feasible strategy to solve it.
・Planning and management skills: These involve the capability to plan and execute internship program or collaborative work on one's own, without relying on others to oversee the process.
・Communication skills: These entail the capacity to effectively and smoothly communicate with the individuals involved in planning and implementing a project or initiative.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

<Teaching Methods>

Group work/Group discussion, Presentation, Project Based Learning, Fieldwork

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 10 %
Presentations 20 %
Final Report 50 %
Other 20 %
"Participation" will be judged by whether the student regularly reports to, communicates with, and consults with the instructor in charge during the planning, implementation, and submission of the final report of the practical training.

"Other" means the evaluation by the person in charge of your internship's host organization.

<Amount of Time Students Should Spend in Preparation Each Week>

Please work with the faculty member to determine how much time you should spend each week.

<Ways in which feedbacks are given to the students on their reports and exams>

We encourage you to arrange a time with a faculty member during office hours or other times to receive personal feedback. Please contact us in advance via email or other means to arrange a time to meet with us.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

・Students are encouraged to take IMS320J: Major Seminar: Global Studies, which is offered in the fall and winter semesters.
・Please contact the faculty for details.
・Morita morita@tci.ac.jp
・Babirye babirye@tci.ac.jp

Important Notes for Students Participating in Overseas Internship

If you plan to participate in an overseas internship, in addition to the internship plan, you must submit the following documents by the designated deadlines. These are required to assess whether the internship can be conducted safely, so

IIS330E Internship C: Global Studies

6 Credits

off-campus

All Year

Tetsuya Morita

<Course Description and General Goals>

This course is a project-based learning program that allows students to explore and deepen their own learning through direct contact with issues related to cross-cultural and global themes. Internship C (one trimester: approximately three months) is designed to provide students with an internship at a site in Japan or abroad where they can explore a theme of interest to them. First, students will submit a written plan that includes the results of their research on the topic and an internship plan. Then, after receiving permission from the internship site, the student will do the internship for the period of his/her choice. The internship may be concentrated over a period of time, or it may take place over the course of a semester or year. Students are encouraged (but not required) to work with other students interested in the same topic, especially those from different cultural backgrounds. After the internship, students are required to submit a report summarizing their learning through the internship as well as a self-evaluation. A presentation based on the report will be given to internal and external audiences. The main purpose of the internship is for students to learn what it means to "Stand in the Gap" as a Christian in a practical way by engaging in a series of learning activities from planning, practicing, and reflecting on the exploratory learning process on their own initiative. This internship is mainly for Global Studies majors and minors, but other majors are also welcome.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

・Problem-solving skills: These refer to the ability to comprehend a research problem thoroughly from the critical thinking perspective and to logically develop a feasible strategy to solve it.
・Planning and management skills: These involve the capability to plan and execute internship program or collaborative work on one's own, without relying on others to oversee the process.
・Communication skills: These entail the capacity to effectively and smoothly communicate with the individuals involved in planning and implementing a project or initiative.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

<Teaching Methods>

Group work/Group discussion, Presentation, Project Based Learning, Fieldwork, Teams

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 10 %
Presentations 20 %
Final Report 50 %
Other 20 %
"Participation" will be judged by whether the student regularly reports to, communicates with, and consults with the instructor in charge during the planning, implementation, and submission of the final report of the practical training.

"Other" means the evaluation by the person in charge of your internship's host organization.

<Amount of Time Students Should Spend in Preparation Each Week>

We will explain this at the first class.

<Ways in which feedbacks are given to the students on their reports and exams>

We encourage you to arrange a time with a faculty member during office hours or other times to receive personal feedback. Please contact us in advance via email or other means to arrange a time to meet with us.

<Use of Generative AI in Reports and Assignments>

<Prerequisites and Other Notes>

・Students are encouraged to take IMS320J: Major Seminar: Global Studies, which is offered in the fall and winter semesters.
・Please contact the faculty for details.
・Morita morita@tci.ac.jp
・Babirye babirye@tci.ac.jp

Important Notes for Students Participating in Overseas Internship

If you plan to participate in an overseas internship, in addition to the internship plan, you must submit the following documents by the designated deadlines. These are required to assess whether the internship can be conducted safely, so please strictly observe the submission deadlines.

Documents to be submitted

GS Major Internship Plan [Word] — Due two months before the practicum start date
GS Major Internship Notification (Overseas) [Excel] — Due two months before the practicum start date
GS Major Internship (Overseas) Detailed Itinerary [Excel] — Due one month before the practicum start date
Submission to: Prof. Babirye (Babirye@tci.ac.jp)

Important Notes When Planning an Internship Overseas

☒ Check the Ministry of Foreign Affairs Overseas Safety Information (Country/Region Information page) to confirm that both the country’s risk level and infectious disease risk level are at Level 1.
☒ Confirm whether a visa application is required.
☒ Confirm whether any specific vaccinations are required.
☒ Check the expiration date of your passport.
☒ When searching for flights, do not purchase tickets with unreasonable schedules simply because they are cheaper.

IMS320E Major Seminar: Global Studies

2 Credits

Small Classroom 4
Fall&Winter Fri-5,6

Tetsuya Morita

<Course Description and General Goals>

The Global Studies Seminar is a forum for students to deepen their understanding of issues that lead to social divisions both domestically and internationally, while fostering critical thinking skills related to reconciliation and peace. Additionally, it emphasizes the development of practical skills necessary for collaborating with people from diverse cultural backgrounds. A key component of the course is the semester project, in which students work in teams to select a global issue of interest. They will analyze its background from multiple perspectives, propose feasible solutions, and consider counterarguments to engage in well-rounded discussions. Through this process, students will enhance their critical thinking and research skills while refining their ability to deliver logical and persuasive presentations. Furthermore, this seminar includes students from both the Japanese and English tracks of the Global Studies major, providing ample opportunities to collaborate with peers from different linguistic and cultural backgrounds. Students will be encouraged to respect diverse viewpoints, practice teamwork, and deepen their intercultural understanding. English proficiency is not required for this course; rather, a willingness to collaborate with individuals from different cultures and languages is emphasized. Additionally, this course is recommended for minor students

本演習では、国内外の社会的分断を引き起こす問題について深く理解し、和解と平和に向けた批判的思考力を養うことを目的とします。また、多様な文化的背景を持つ人々と協働するための実践的なスキルを身につけることも重要な学びの一環です。授業の中心となる学期プロジェクトでは、学生がチームを組み、関心のあるグローバルな課題を選定します。問題の背景を多角的に分析し、実行可能な解決策を提案するだけでなく、異なる視点からの反論も考慮しながら議論を深めます。このプロセスを通じて、批判的思考力やリサーチ能力を高めるとともに、論理的かつ説得力のあるプレゼンテーションスキルを磨くことができます。さらに、本演習にはグローバルスタディーズ専攻の日本語・英語両トラックの学生が参加するため、異なる言語・文化的背景を持つメンバーと協力しながら学ぶ機会が豊富にあります。多様な価値観や視点を尊重し、異文化理解を深めながらチームワークを実践することが求められます。本科目では高度な英語力は必須ではなく、異なる文化や言語を持つ仲間と協力しようとする意欲を重視します。また、本科目は副専攻生にも履修が推奨されており、幅広い学生が参加できる内容となっています。

<Session Titles and Descriptions>

Week1 August 28
Week2 Sept 11
Week3 Sept 25
Week4 Oct 9
Week5 Oct 23
Week6 November 27
Week7 December 11
Week8 January 8
Week9 January 22
Week10 February 5 Fall Semester Schedule: August 28, September 11, September 25, October 9, October 23
Winter Semester Schedule: November 27, December 11, January 8, January 22, February 5

<Specific Goals and Expected Achievements>

Objectives
•☒To discuss and works towards solving global challenges in both local and international settings.
•☒To build knowledge and cultivate practical skills needed to participate in a global society
•☒To develop their skills in thinking critically and creatively, exercising sound judgment, acting empathetically, and leading others as they work to discover, and resolve needs in their various communities.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

<Teaching Methods>

Group work/Group discussion, Presentation, Debate, Project Based Learning, Teams

<(*)Textbooks/References>

<Evaluation Guideline>

Assignments 30 %
Midtem Report/Exam 30 %
Presentations 40 %
Evaluation will be based on reports, presentations, and students’ active participation.
30% Pre-class Assignment submitted 課題 (Assignments)

30%☒☒ Mid-term Presentation☒in Fall trimester 中間レポート/試験 (Midterm Report/Exam)

40% Final Presentation 発表 (Presentations in winter trimester)

この演習の成績は、以下の3つの要素に基づいて評価されます。まず、事前課題（30%） は、授業のディスカッションや活動に備えるための課題提出を求めるもので、合体の30%を占めます。次に、中間プレゼンテーション（30%） は、秋学期の終わりに実施さ

<Amount of Time Students Should Spend in Preparation Each Week>

Please try to set aside approximately 1.5 times the class time (2 hours and 20 minutes) or more (3.5 hours per week) for class reflection and class preparation..

<Ways in which feedbacks are given to the students on their reports and exams>

毎回の提出物やプレゼンテーション、また随時の質問に対して、教員がフィードバックを行います。We will provide feedback on each submission, presentation, and any questions asked as needed.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

Students are encouraged to take either Internship A, Internship B, or Internship C (Global Studies).
Students other than Global Studies majors are also welcome.
For more information, please contact faculty members.
Morita morita@tci.ac.jp
Babirye babirye@tci.ac.jp
· In this class, we may not use computers, smartphones, or other digital devices during group discussions. This is to provide students with opportunities to express themselves, communicate, and think deeply. You may use a computer or tablet to take class notes, but you are encouraged to bring a notebook, paper, and writing utensils to take notes outside of those devices. If you wish to use a digital device to obtain necessary information during class, the instructor will provide instructions as appropriate. Even when such instructions are given, please be sure to use them for the purpose of the class.
Important Note】The schedule will be discussed with students in the first class. Students who wish to enroll in the course must attend the first class session.

LJA110E　Elementary Japanese Language and Culture 1 A

4 Credits

Small Classroom 3
Fall Tue-2 Wed-2 Thu-2 Fri-2

Miwako Yanagisawa

<Course Description and General Goals>

This course is designed to provide a basic foundation in the Japanese language. All four skills -- listening, speaking, reading, and writing -- will be covered. During the four years at TCU, students are encouraged to become a bridge person between Japan and their home countries. In order to be such a bridge person, the students should be able to use the Japanese language as their tool, being fluent in reading and writing as well. There are three types of characters in the Japanese writing system, hiragana, katakana, and kanji (Chinese characters). We will start with hiragana, the basic one, and then, move on to katakana (those used mostly for foreign words) and then, to kanji. Detailed schedule will be provided in class.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

・ Learning basic grammar
・ Using what you have learned in actual communication (e.g., greetings, self-introduction, basic transactions at a post office, store, and restaurant, asking about locations/unfamiliar words, describing things/people with adjectives)
・ Being able to write hiragana and katakana, and about 50 basic kanji

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

TCU Online, Teams

<(*)Textbooks/References>

Situational functional Japanese Vol. 1 (Notes & Drills). Tokyo: Bonjin-sha.

<Evaluation Guideline>

Class Participation 10 %
Quizzes 40 %
Assignments 40 %
Midtem Report/Exam 5 %
Final Exam 5 %
Self-explanatory.

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 280 minutes in total every week, which means that the students are expected to spend 420 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given on every assignment and quiz. If you make a correction, a full point will be given to homework and half a point will be given to a quiz/exam.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

LJA110E Elementary Japanese Language and Culture 1 B

4 Credits

Mori, Yuko

Small Classroom 1
Fall Tue-2 Wed-2 Thu-2 Fri-2

<Course Description and General Goals>

This course is designed for students with no prior experience in Japanese. It aims to develop a balanced foundation in the four core language skills: reading, writing, listening, and speaking. Students will begin with learning to read and write hiragana and katakana, as well as practicing basic greetings and self-introductions. Building on these fundamentals, the course will focus on enabling students to engage in simple everyday communication in Japanese. By the end of the course, students will be able to carry out basic interactions such as shopping, ordering food at a restaurant, discussing daily life, inviting someone to an activity, describing people and objects, talking about past events, and expressing likes and dislikes. Emphasis will be placed on practical language use in real-life contexts, while also introducing essential grammar and vocabulary. Students are encouraged to take full advantage of living in Japan by applying classroom learning in daily interactions. The ultimate goal is to provide students with the skills and confidence needed to begin using Japanese effectively in everyday situations.

<Session Titles and Descriptions>

Week1 Introduction, Lesson 1, Hiragana
Week2 Lesson1, Lesson2, Hiragana
Week3 Lesson 2, Katakana
Week4 Lesson 3, Katakana
Week5 Lesson 3
Week6 Lesson 3, Lesson 4
Week7 Lesson 4
Week8 Lesson 4, Lesson 5
Week9 Lesson 5
Week10 Lesson 5

<Specific Goals and Expected Achievements>

By the end of the course, students will be able to:
Read and write hiragana, katakana, and approximately 50 kanji.
Greet others using appropriate levels of politeness.
Give a self-introduction.
Ask and state prices, tell the time, and inquire about locations and ownership.
Talk and write about their daily routines.
Order food at a restaurant.
Make plans for the weekend with a friend.
Read short descriptions of daily activities.
Read and write simple passages about activities from the previous weekend.
Describe the appearance and condition of people and things in the present and past.
Suggest doing something together.
Make simple requests.
Understand teacher’ s instructions.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* GENKI I 3rd Edition, The Japan Times Publishing, 2020
* GENKI I 3rd Edition Workbook, The Japan Times Publishing, 2020

<Evaluation Guideline>

Class Participation 10 %
Quizzes 40 %
Assignments 30 %
Final Exam 20 %

<Amount of Time Students Should Spend in Preparation Each Week>

This course meets for 70 minutes per session, four times per week (a total of 280 minutes per week). Students are expected to devote approximately twice this amount of time (560 minutes per week) to preparation and review outside of class.

<Ways in which feedbacks are given to the students on their reports and exams>
Assignments will be returned after graded. Feedback will be given in class.

＜Use of Generative AI in Reports and Assignments＞
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

LJA120E Elementary Japanese Language and Culture 2

4 Credits

Miwako Yanagisawa

Small Classroom 3
Winter Tue-2 Wed-2 Thu-2 Fri-2

<Course Description and General Goals>

A continuation of JPN 101E. Following the fall term, this course will continue to provide a basic foundation in the Japanese language. All four skills -- listening, speaking, reading, and writing -- will be covered. Always keep in mind your ultimate goal, i.e., to be a bridge person between Japan and your home country. Again, in order to be such a bridge person, you should be fluent in reading and writing as well. We will continue to build on kanji and by the end of the term, about 100 kanji will be covered. From this term on, an oral exam will be introduced. The students will continue to be encouraged to use their learning outside of the class, taking advantage of the Japanese-speaking environment. Detailed schedule will be provided in class.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

- Building on basic grammar
- Using your learning in actual communication

(e.g., telling time and dates, asking for permissions, describing your symptoms of illness)

- Reading and writing 100 basic kanji

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

TCU Online, Teams

<(*)Textbooks/References>

Situational functional Japanese Vol. 1-2 (Notes and Drills). Tokyo: Bonjin-sha.

<Evaluation Guideline>

Class Participation 10 %
Quizzes 35 %
Assignments 40 %
Final Exam 5 %
Other 10 %
Self-explanatory.

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 280 minutes in total every week, which means that the students are expected to spend 420 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given on every assignment and quiz. If you make a correction, a full point will be given to homework and half a point will be given to a quiz/exam.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

None.

LJA130E　Elementary Japanese Language and Culture 3

4 Credits

Miwako Yanagisawa

Small Classroom 3
Spring Tue-2 Wed-2 Thu-2 Fri-2

<Course Description and General Goals>

A continuation of JPN 102E. Following the previous terms, this course will continue to strengthen students' foundation in the Japanese language. All four skills will be covered. In the pursuit of their ultimate goal of being a bridge person between Japan and their home countries, the students should develop fluency in both reading and writing as well. By the end of this term, about 200 kanji will be covered. In this third term, the students are expected to develop more awareness of the culturally-appropriate use of language and demonstrate such ability as they interact with Japanese people.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

・ Building on grammar
・ Using your learning in actual communication (e.g., shopping, ordering, asking/giving directions, enquiring a lost item, checking out a book)
・ Reading and writing 200 basic kanji

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

Situational functional Japanese Vol. 2 (Notes & Drills). Tokyo: Bonjin-sha.

<Evaluation Guideline>

Class Participation 10 %
Quizzes 35 %
Assignments 40 %
Final Report 5 %
Other 10 %
Self-explanatory.

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 280 minutes in total every week, which means that the students are expected to spend 420 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given on every assignment and quiz. If you make a correction, a full point will be given to homework and half a point will be given to a quiz/exam.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

None.

LJA210E　Intermediate Japanese Language and Culture 1

4 Credits

Miyako Kobayashi

Small Classroom 4
Fall Tue-2 Wed-2 Thu-2 Fri-2

<Course Description and General Goals>

Following the first year, this course is designed to enhance the student's ability in the Japanese language, as they aim for their ultimate goal of being bridge people between Japan and their home countries.
Building on the knowledge and skills of the language they have acquired, from this semester on, the class will be led in a more task-based manner, featuring real-life communication.
The process from input, in the form of audio recordings, to oral output is taken into consideration, so that ability in oral output can be increased. Grammar practice is designed so that, through "Notice and Discover" activities that take place within real communication, grammar can be learned within a meaningful context.
The students are expected to be more independent learners (e.g., completing their reading and writing assignments by themselves outside of the class). They continue to be encouraged to take advantage of the Japanese-speaking environment both on and off-campus, as they learn more about real-life, culturally appropriate language use outside of the classroom. More colloquial expressions and informal styles will be introduced.
Kanji materials will be supplied by the instructor.
A detailed schedule will be provided in class.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

Using Japanese in actual communication:
-talking about yourself giving a few details such as your hobbies, past experiences, hopes, etc.
-talking about what you can and can't do
-giving multiple reasons for something
-giving your impressions (for example, "It looks delicious")
-asking if you can try on clothes, shoes, etc. at a store
-saying how many times a week you work, study, etc.
-talking about part-time job experiences
-expressing what you want for your birthday
-talking about uncertain things, such as what you might be doing in 10 years
-talking about gifts you have given to or received from your family
-making suggestions to someone who needs advice
-suggesting doing something together
-saying what you plan to do on your next vacation
-describing people or things in detail
-making plans for the trip with friends
-talking about doing a favor
-expressing your hopes and wishes
-apologizing
-describing lost items
-praying in simple Japanese
-reading and writing basic kanji that are introduced in the textbook
-recognizing the kanji in daily life

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams

<(*)Textbooks/References>

* GENKI: An Integrated Course in Elementary Japanese II [Third Edition] (The Japan Times Publishing), 初級日本語げんき [第三版] (ジャパンタイムズ出版)

<Evaluation Guideline>

Class Participation 20 %
Quizzes 20 %
Assignments 20 %
Presentations 15 %
Final Exam 25 %

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 280 minutes in total every week, which means that the students are expected to spend 420 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Written feedback will be given whenever the student's assignment is returned after being graded. Oral feedback will be given in class.

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

According to the schedule, the students are expected to be familiar with a list of the vocabulary and have a thorough revision after each class.
The students are encouraged to use their learning in order to know and love Japanese people in their context.

LJA220E　Intermediate Japanese Language and Culture 2

4 Credits

Miyako Kobayashi

Small Classroom 4
Winter Tue-2 Wed-2 Thu-2 Fri-2

<Course Description and General Goals>

Following the previous semester, this course will continue to enhance the student's ability in the Japanese language, as they aim for the ultimate goal of being bridge people between Japan and their home countries. During this semester, more colloquial expressions and casual styles will be introduced. The students will also learn how to respond appropriately so that the conversation will flow more smoothly. The process from input, in the form of audio recordings, to oral output is taken into consideration, so that ability in oral output can be increased. Grammar practice is designed so that, through "Notice and Discover" activities that take place within real communication, grammar can be learned within a meaningful context. The students continue to be encouraged to be independent learners, especially as they work on their reading and writing assignments. By the end of this semester, the students are expected to have a good awareness of the appropriate language use and also to demonstrate such ability in a variety of real-life contexts. A detailed schedule will be provided in class.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

-being able to tell what you hear from others
-being able to talk about hypothetical situations
-being able to point out similarities
-being able to grumble about your situations
-being able to describe the state of things
-being able to talk about failures
-being able to express your regret
-being able to talk with the manager at a workplace
-being able to show your respect
-being able to express gratitude
-being able to talk about things you are glad that you did
-being able to talk politely with bosses
-being able to speak modestly about yourself
-being able to pray publicly
-being able to recite Bible verses
-being able to read and write basic kanji and to understand the meaning of the sentences in which those kanji are used
-being able to recognize the kanji in daily life

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams

<(*)Textbooks/References>

* [Continuation of the previous semester] * GENKI: An Integrated Course in Elementary Japanese II [Third Edition] (The Japan Times Publishing), 初級日本語げんき[第三版] (ジャパンタイムズ出版)

<Evaluation Guideline>

Class Participation 20 %
Quizzes 20 %
Assignments 20 %
Presentations 15 %
Final Exam 25 %

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 280 minutes in total every week, which means that the students are expected to spend 420 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Written feedback will be given whenever the student's assignment is returned after being graded. Oral feedback will be given in class.

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

According to the schedule, you are expected to be familiar with a list of the vocabulary before the class and have a thorough revision after each class.
Continue to use your learning in order to know and love Japanese people in their context.

As already mentioned, this is your LAST required Japanese course. Enjoy!

LJA230E　Intermediate Japanese Language and Culture 3

4 Credits

Miyako Kobayashi

Small Classroom 4
Spring Tue-2 Wed-2 Thu-2 Fri-2

<Course Description and General Goals>

A continuation of LJA220E. This is the last required Japanese course. Following the previous semesters, this course will continue to enhance the students' ability in the Japanese language, as they aim for the ultimate goal of being bridge people between Japan and their home countries.
Building on the knowledge and the skills of the language they have acquired, the class will be led in a more task-based manner, featuring real-life communication.
The process from input, in the form of audio recordings, to oral output is emphasized, so that ability in oral output can be increased. Grammar practice is designed so that, through "Notice and Discover" activities that take place within real communication, grammar can be learned within a meaningful context.
The students will move on to the upper-intermediate-level materials, in which they will learn more about Japanese culture, especially social values, as they continue to build on language skills.
In addition, the students will continue to build on Christian vocabulary which is used in prayers and worship services. They will also be reading simple Bible verses and reciting the Lord's Prayer.
The students will be introduced to the materials to prepare for JLPT N4.
A detailed schedule will be provided in class.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

-introducing yourself in very formal situations
-offering politely to do something when someone needs help
-stating something you did without doing some other thing
-introducing unfamiliar things with their names
-commenting on some products that are easy or difficult to use
-asking for and giving directions
-returning and exchanging merchandise
-talking about bad experiences
-checking if things have been prepared
-expressing what you want someone to do or not do
-reporting to the police about an incident that you are involved in
-talking about getting people to do things
-instructing people to do things
-asking for and giving advice
-expressing opinions on education
-complaining about doing something undesirable
-making a resolution for a new phase of life
-talking about what you do regularly for your health
-asking for and explaining procedures step by step
-reminiscing the past
-saying farewell
-being able to read everyday kanji
-learning more Christian /religious vocabulary
-being able to pray appropriately in Japanese according to the occasion
-prepareing for JLPT N4

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams

<(*)Textbooks/References>

* [Continuation of the previous semester] GENKI: An Integrated Course in Elementary Japanese II [Third Edition] (The Japan Times Publishing), 初級日本語げんき[第三版] (ジャパンタイムズ出版)

<Evaluation Guideline>

Class Participation 20 %
Quizzes 20 %
Assignments 20 %
Presentations 15 %
Final Exam 25 %

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 280 minutes in total every week, which means that the students are expected to spend 420 minutes each week (i.e., 1.5 times the weekly class hours) preparing for and reviewing classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Written feedback will be given whenever the student's assignment is returned after being graded. Oral feedback will be given in class.

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

According to the schedule, you are expected to have a thorough revision after each class.
Continue to use your learning in order to know and love Japanese people in their context.

As already mentioned, this is your LAST required Japanese course. Enjoy!

LJA311E　Advanced Japanese Language and Culture (Fall) 1

2 Credits

Small Classroom 3
Fall Wed-1 Fri-1

Miwako Yanagisawa

<Course Description and General Goals>

Having Extensive Reading and Listening (Tadoku) in the curriculum, this course specifically focuses on (1) learning kanji and (2) preparing for the Japanese Language Proficiency Test (JLPT).
Since they have taken Elementary and Intermediate Japanese, students should have N4-level proficiency, which is the goal of Intermediate Japanese. However, if they are still short of that level, they will review what they have learned in order to pass N4. If they are above N4, the students will aim for higher levels, namely, N3 or above.
Building up kanji should expand students' vocabulary, which will lead to a better understanding of Japanese spoken around them, and thus, a better production of authentic Japanese. Students are expected to study for and take a kanji quiz in each class as well as kanji homework assignments. For the JLPT preparation, they will take a practice test in every class from one or two areas of the JLTP, namely, from vocabulary, grammar, and reading and listening comprehension.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

・☒Building up 300 (and more) kanji by reviewing learned and adding up advanced ones in order to pass N4
・☒Expanding vocabulary through kanji, which should help you to understand what is spoken around you and also use what you have understood from hearing in everyday conversation
・☒Reading what is necessary for everyday life
・☒Reviewing and learning new grammar so that you could use it in everyday interaction
・☒In addition to extensive reading and listening (in the tadoku course), improving reading and listening proficiency by being engaged in intensive reading and working on JLPT practice exam questions.
・☒Passing the JLPT

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

TCU Online, Teams

<(*)Textbooks/References>

Basic Kanji Book Vol. 1-2. Tokyo: Bonjin-sha.

<Evaluation Guideline>

Class Participation 10 %
Assignments 90 %
None.

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 140 minutes every week, which means that the students are expected to spend 210 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for the classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given every time.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

None.

LJA331E Advanced Japanese Language and Culture (Spring) 1

2 Credits

Small Classroom 3
Spring Wed-1 Fri-1

Miwako Yanagisawa

<Course Description and General Goals>

Continuation of Advanced Japanese Language and Culture (Winter).

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

- Kanji: Aiming to be able to read what is necessary for everyday life
- JLPT preparation: Passing the test

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

TCU Online, Teams

<(*)Textbooks/References>

Basic Kanji Book Vol. 1-2. Tokyo: Bonjin-sha.

<Evaluation Guideline>

Class Participation 10 %
Assignments 90 %
None.

<Amount of Time Students Should Spend in Preparation Each Week>

The class meets for 140 minutes every week, which means that the students are expected to spend 210 minutes each week (i.e., 1.5 times the weekly class hours) reviewing and preparing for the classes.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given every time.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

None.

LJA351E Japanese Extensive Reading and Listening (Fall) 1

2 Credits

Atsuko Short

TERA Classroom 1
Fall Tue-1 Thu-1

<Course Description and General Goals>

This course aims to help students acquire and effectively use Japanese through Extensive Reading and Listening, which we call Tadoku. A large amount of Japanese input through Tadoku helps students to improve their Japanese language acquisition. By continuing Tadoku, students' motivation to speak and write will steadily increase, and they are encouraged to be lifelong learners and users of the Japanese language. The extensive reading room has a wide variety of reading materials. Students will choose books that match their level and interests, and immerse themselves in Japanese. In order for students to be successful at Tadoku, they should keep the following four rules: (1) Start with simple and easy materials. (2) Read without using a dictionary. (3) Skip unknown words. (4) When stuck, or when something becomes uninteresting, find something else. Students will be required to keep a Tadoku log, write brief reflections about books they read, and share their Tadoku experience with other students.

<Session Titles and Descriptions>

Week1 What is Tadoku?
Week2 Tadoku in class and at home
Week3 Tadoku in class and at home
Week4 Tadoku in class and at home
Week5 Tadoku in class and at home
Week6 Tadoku in class and at home
Week7 Tadoku and preparation for final project
Week8 Tadoku and preparation for final project
Week9 Tadoku and preparation for final project
Week10 Tadoku and final project presentation

<Specific Goals and Expected Achievements>

Students will aim to read, listen, and watch Japanese material at least 300 minutes each week. ("Tadoku"is the Japanese term for "extensive reading," but we will also count listening to audio and watching online resources as Tadoku activities in this class.) During the semester, students will find material from books, audio, TV and movies, manga, animation, essays, news articles, and other Japanese resources that they enjoy. Recording activities on Tadoku log is an important part of the class. This will help to facilitate communication between students and the instructor, as well as among students, and enable them to monitor their progress throughout the term.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class, Online class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 30 %
Reflection Papers 10 %
Presentations 20 %
Other 40 %

<Amount of Time Students Should Spend in Preparation Each Week>

Students are expected to spend 300 minutes or more for Tadoku activities in and out of the class.

<Ways in which feedbacks are given to the students on their reports and exams>

Oral feedback and coaching will be given in class, and written feedback will be given through weekly Tadoku activity sheets.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

Ability to read Hiragana (+Katakana) is the minimum requirement. Students must be willing to spend a large amount of time reading, listening, and enjoying a variety of materials for Japanese input throughout the term.

LJA361E Japanese Extensive Reading and Listening (Winter) 1

2 Credits

Atsuko Short

TERA Classroom 1
Winter Mon-4 Wed-1

<Course Description and General Goals>

This course aims to help students acquire and effectively use Japanese through Extensive Reading and Listening, which we call Tadoku. A large amount of Japanese input through Tadoku helps students to improve their Japanese language acquisition. By continuing Tadoku, students' motivation to speak and write will steadily increase, and they are encouraged to be lifelong learners and users of the Japanese language. The extensive reading room has a wide variety of reading materials. Students will choose books that match their level and interests, and immerse themselves in Japanese. In order for students to be successful at Tadoku, they should keep the following four rules: (1) Start with simple and easy materials. (2) Read without using a dictionary. (3) Skip unknown words. (4) When stuck, or when something becomes uninteresting, find something else. Students will be required to keep a Tadoku log, write brief reflections about books they read, and share their Tadoku experience with other students.

<Session Titles and Descriptions>

Week1 What is Tadoku?
Week2 Tadoku in class and at home
Week3 Tadoku in class and at home
Week4 Tadoku in class and at home
Week5 Tadoku in class and at home
Week6 Tadoku in class and at home
Week7 Tadoku and preparation for final project
Week8 Tadoku and preparation for final project
Week9 Tadoku and preparation for final project
Week10 Tadoku and final project presentation

<Specific Goals and Expected Achievements>

Students will aim to read, listen, and watch Japanese material at least 300 minutes each week. ("Tadoku"is the Japanese term for "extensive reading," but we will also count listening to audio and watching online resources as Tadoku activities in this class.) During the semester, students will find material from books, audio, TV and movies, manga, animation, essays, news articles, and other Japanese resources that they enjoy. Recording activities on Tadoku log is an important part of the class. This will help to facilitate communication between students and the instructor, as well as among students, and enable them to monitor their progress throughout the term.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 30 %
Reflection Papers 10 %
Presentations 20 %
Other 40 %

<Amount of Time Students Should Spend in Preparation Each Week>

Students are expected to spend 300 minutes or more for Tadoku activities in and out of the class.

<Ways in which feedbacks are given to the students on their reports and exams>

Oral feedback and coaching will be given in class, and written feedback will be given through weekly Tadoku activity sheets.

<Use of Generative AI in Reports and Assignments>

<Prerequisites and Other Notes>

Ability to read Hiragana (+Katakana) is the minimum requirement. Students must be willing to spend a large amount of time reading, listening, and enjoying a variety of materials for Japanese input throughout the term.

LJA371E Japanese Extensive Reading and Listening (Spring) 1

2 Credits

Atsuko Short

TERA Classroom 1
Spring Tue-1 Thu-1

<Course Description and General Goals>

This course aims to help students acquire and effectively use Japanese through Extensive Reading and Listening, which we call Tadoku. A large amount of Japanese input through Tadoku helps students to improve their Japanese language acquisition. By continuing Tadoku, students' motivation to speak and write will steadily increase, and they are encouraged to be lifelong learners and users of the Japanese language. The extensive reading room has a wide variety of reading materials. Students will choose books that match their level and interests, and immerse themselves in Japanese. In order for students to be successful at Tadoku, they should keep the following four rules: (1) Start with simple and easy materials. (2) Read without using a dictionary. (3) Skip unknown words. (4) When stuck, or when something becomes uninteresting, find something else. Students will be required to keep a Tadoku log, write brief reflections about books they read, and share their Tadoku experience with other students.

<Session Titles and Descriptions>

Week1 What is Tadoku?
Week2 Tadoku in class and at home
Week3 Tadoku in class and at home
Week4 Tadoku in class and at home
Week5 Tadoku in class and at home
Week6 Tadoku in class and at home
Week7 Tadoku and preparation for final project
Week8 Tadoku and preparation for final project
Week9 Tadoku and preparation for final project
Week10 Tadoku and final project presentation

<Specific Goals and Expected Achievements>

Students will aim to read, listen, and watch Japanese material at least 300 minutes each week. ("Tadoku"is the Japanese term for "extensive reading," but we will also count listening to audio and watching online resources as Tadoku activities in this class.) During the semester, students will find material from books, audio, TV and movies, manga, animation, essays, news articles, and other Japanese resources that they enjoy. Recording activities on Tadoku log is an important part of the class. This will help to facilitate communication between students and the instructor, as well as among students, and enable them to monitor their progress throughout the term.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class, Online class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 30 %
Reflection Papers 10 %
Presentations 20 %
Other 40 %

<Amount of Time Students Should Spend in Preparation Each Week>

Students are expected to spend 300 minutes or more for Tadoku activities in and outside of class.

<Ways in which feedbacks are given to the students on their reports and exams>

Oral feedback and coaching will be given during the class hour. Also, written feedback will be given on the weekly report.

＜Use of Generative AI in Reports and Assignments＞

<Prerequisites and Other Notes>

Ability to read Hiragana (+Katakana) is the minimum requirement. Students must be willing to spend a large amount of time reading, listening, and enjoying a variety of materials for Japanese input throughout the semester.

RFY110E Academic Research and Writing

2 Credits

Small Classroom 2
Fall Fri-5,6

David Sytsma

<Course Description and General Goals>

In this course, students will learn and practice to read, analyze, and evaluate nonfiction sources and to present the results of you analyses in clear, organized, and carefully documented research papers. The course focuses specifically on discovery and critical evaluation of sources. Students will learn to identify research topics, work with sources, construct a bibliography, develop a thesis, outline a research paper, and use various forms of argument to defend the thesis. In addition, students will continue to practice good writing skills as they draft and revise a research paper. As an introduction to the craft of research, students will become familiar with the many tools available for research. Such tools include the library, reference books, and various online resources such as online databases and websites.

<Session Titles and Descriptions>

Week1 Introduction: Research and Topics
Week2 Sources
Week3 Bibliography
Week4 Thesis
Week5 Outline
Week6 Arguments and Evidence
Week7 Arguments and Evidence
Week8 Writing
Week9 Writing
Week10 Writing

<Specific Goals and Expected Achievements>

- Learn what research is.
- Learn to ask questions and find good research problems.
- Learn to efficiently find, correctly use, and deeply engage your sources.
- Learn to make strong arguments and back them up with reason and evidence.
- Learn the skills of planning, drafting, and revising your reports.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* Booth, W. C., G. G. Colomb, and J. M. Williams. The Craft of Research. 3rd ed. Chicago: University of Chicago Press, 2008.
* Morrow, David R., and Anthony Weston. A Workbook for Arguments: A Complete Course in Critical Thinking. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 2011.

<Evaluation Guideline>

Assignments 40 %
Final Report 60 %
Notes
Assignments 40% (Readings/Exercises)
Final Report 60% (Draft Paper:20%, Final Paper:40%)

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 Hours of weekly work outside of class.

<Ways in which feedbacks are given to the students on their reports and exams>

Graded weekly assignments, individual meetings with professor, comments on draft paper and final paper

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.

<Prerequisites and Other Notes>

RGB111E Great Books I: Western Philosophy 1

2 Credits

David Sytsma

Small Classroom 1
Spring Fri-3,4

<Course Description and General Goals>

Expanding students' exposure to seminal literary works across time, space, and culture, this course focuses specifically on the major contributions to Western philosophy made by figures such as Plato, Aristotle, Thomas Aquinas, and John Locke. Extending from the ancient Greco-Roman era, through the medieval period, and including the Enlightenment, Western philosophy continues to shape modern patterns of thought across the world. The instructor will vary the readings for each offering of this course. Students can anticipate rigorous engagement with primary source material through close reading of assigned texts and insightful question formulation. This course adopts a Socratic-style structure for in-class discussion, so all students should be prepared for thoughtful interaction with their peers and instructor regarding the material's original impact and contemporary relevance.

<Session Titles and Descriptions>

Week1 Introduction and Discussion
Week2 Discussion of Reading
Week3 Discussion of Reading
Week4 Discussion of Reading
Week5 Discussion of Reading
Week6 Discussion of Reading
Week7 Discussion of Reading
Week8 Discussion of Reading
Week9 Discussion of Reading
Week10 Discussion of Reading

<Specific Goals and Expected Achievements>

• Increase skills in close reading of a text.
• Learn from peers through dialogue.
• Grow in knowledge of western philosophy through close engagement with a great philosopher.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* Aristotle, Politics, trans. Ernest Barker, Oxford World Classics (Oxford University Press, 1995; reprint 2009)
* Alexander Hamilton, James Madison, and John Jay, The Federalist Papers, Oxford World Classics (Oxford University Press, 2008)
アリストテレス『政治学』(岩波文庫 1961)
A．ハミルトン, J．ジェイ, J．マディソン『ザ・フェデラリスト』(岩波文庫 1999)

<Evaluation Guideline>

Class Participation 20 %
Assignments 60 %
Final Report 20 %
Weekly reading 60%; participation 20%; end of semester reflection 20%.

Students from both E-track and J-track welcome. J-track students may use Japanese translations.

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 hours (about 50-60 pages of reading per week)

<Ways in which feedbacks are given to the students on their reports and exams>

Comments on final semester reflection; participation grade

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Seminar discussion in class based on the weekly reading

RGB121E Great Books II: Japanese Literature 1

2 Credits

Miwako Yanagisawa

TERA Classroom 1
Winter Tue-5,6

<Course Description and General Goals>

Expanding students' exposure to seminal literary works across time, space, and culture, this course focuses specifically on important works of Japanese literature. Literature nurtures your inner self by exposing yourself to the human reality. Experiences in the literary world broaden your worldview, which would help you to grow in the understanding of other human beings and relate to them in the real world. Being informed of Japanese mentality through pivotal modern/contemporary works would help us believers to deepen our understanding of Japanese people outside of a Christian community. Each novel in our selection offers unique and important insights into Japanese culture with its core values, which have been intricately cultivated under internal and external influences throughout the history. Students may read the selections in English, Japanese, or any other available translation, and aim to learn from each other, as we share and discuss each other’s findings in class. The titles for Winter 2026 will be announced before the winter trimester at the latest.

<Session Titles and Descriptions>

Week1 Natsume Soseki/夏目漱石 Bo-cchan/坊っちゃん ①
Week2 Natsume Soseki/夏目漱石 Bo-cchan/坊っちゃん ②
Week3 Eri Muraoka/村岡恵理 Ann’s Cradle/アンのゆりかご ①
Week4 Eri Muraoka/村岡恵理 Ann’s Cradle/アンのゆりかご ②
Week5 Eri Muraoka/村岡恵理 Ann’s Cradle/アンのゆりかご ③
Week6 Eri Muraoka/村岡恵理 Ann’s Cradle/アンのゆりかご ④
Week7 Eri Muraoka/村岡恵理 Ann’s Cradle/アンのゆりかご ⑤
Week8 Kono Fumiyo/こうの史代 In this Corner of the World/この世界の片隅に ①
Week9 Kono Fumiyo/こうの史代 In this Corner of the World/この世界の片隅に ②
Week10 Kono Fumiyo/こうの史代 In this Corner of the World/この世界の片隅に ③

<Specific Goals and Expected Achievements>

Students can anticipate rigorous engagement with primary source material through close reading of assigned texts and insightful question formulation. This course adopts a Socratic-style structure for in-class discussion, so all students should be prepared for thoughtful interaction with their peers and instructor regarding the material's original impact and contemporary relevance.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 34 %
Assignments 33 %
Final Report 33 %
Make sure to prepare for and attend every class. This will be a substantial part of your grade.

<Amount of Time Students Should Spend in Preparation Each Week>

4+ hours outside of class each week.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given to all the assignments.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI is not permitted. Any use of generative AI will be regarded as academic misconduct.

<Prerequisites and Other Notes>

The reading for the first class will be announced before the winter semester. Contact the instructor (myanagi@tci.ac.jp) if you have any questions about this assignment or anything else.

RGB231E Great Books III: World Literature 1

2 Credits

Small Classroom 3
Spring Mon-3,4

Rebecca Babirye

<Course Description and General Goals>

Expanding students' exposure to seminal literary works across time, space, and culture, this course focuses specifically on literature from around the world in mostly modern times. Our approach will not be to identify and select from 'the canonical works' that different nations have to offer. Rather, we will select and closely read works that have gained significance in translation and across national borders because they treat themes and issues that have near universal significance.

<Session Titles and Descriptions>

Week1 Reading: Books I & II
Week2 Reading: Books III
Week3 Reading: Books IV & V
Week4 Reading: Books VI
Week5 Reading: Books VII & VIII
Week6 Reading: Book IX
Week7 Reading: Book X & XI
Week8 Reading: Book XII
Week9 Reading: Epilogue Book I-III
Week10 Final Reflection

<Specific Goals and Expected Achievements>

Course Goals and Expected Achievements

- Students will develop the ability to analyze and interpret literary texts from diverse cultural backgrounds critically.
- Students will foster a deeper understanding of world literature's diverse human experiences and cultural narratives.
- Students will develop the ability to articulate and defend interpretations of complex literary works.
- Students will effectively use textual evidence to support interpretations and analyses
- Students will connect the literary works studied and broader social, cultural, and historical issues

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Debate, Teams

<(*)Textbooks/References>

* The Brothers Karamazov, Fyodor Dostoyesky

<Evaluation Guideline>

Class Participation 20 %
Reflection Papers 30 %
Assignments 50 %
Basically, it comes down to (a) completing the assignments before each class (especially the readings), (b) reflecting and engaging with others as best as you can; and (c) sharing a summary or highlight of your reflections on each book.

<Amount of Time Students Should Spend in Preparation Each Week>

At least 2.5 hours

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be given during class and on the Teams page.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI is not permitted. Any use of generative AI will be regarded as academic misconduct.

<Prerequisites and Other Notes>

RGB241E Great Books IV: Social Sciences 1

2 Credits

Small Classroom 4
Fall Mon-3,4

Tetsuya Morita

<Course Description and General Goals>

In this course, students engage in a sustained close reading of Simone Weil's The Need for Roots (L'Enracinement, 1943), one of the most searching works of social philosophy written in the twentieth century. Composed in the final year of her life as a proposal for the spiritual and social reconstruction of France, Weil's text addresses questions that remain urgent today: What does the human soul need from society? What happens when communities, traditions, and meaningful labor are destroyed? What obligations do institutions bear toward the people they govern?

As part of the Great Books curriculum, the course treats Weil's work not merely as a historical document but as a living text that challenges students to think critically about the roots of social order, the nature of human obligation, and the relationship between spiritual life and collective existence. Through a Socratic approach emphasizing close reading, questioning, and dialogue, professors and students together explore Weil's distinctive vision — one that resists easy categorization as either secular or religious, liberal or conservative, and instead demands rigorous attention to the concrete needs of human beings in community.

Course materials are provided in both English and Japanese to support students from diverse academic and linguistic backgrounds. While the primary language of instruction is English, extensive support is available for non-native speakers to encourage active participation and the development of academic communication skills.

This course is designed for students interested in sociology, political theory, philosophy, theology, and related disciplines who wish to deepen their understanding of the moral and spiritual foundations of social life. By pursuing inquiry collaboratively through Weil's demanding and luminous prose, professors and students cultivate critical thinking, interpretive rigor, and a disciplined approach to questions that lie at the intersection of social thought and the life of the soul.

本授業では、20世紀の社会思想において最も深い問いを投げかけた著作の一つであるシモーヌ・ヴェイユの『根をもつこと』（L'Enracinement, 1943年）を、一学期を通じて精読します。この著作は、ヴェイユが生涯の最後の年に、フランスの精神的・社会的再建への構想として書き記したものであり、今日なお切実な問いを提起しています。すなわち、人間の魂は社会から何を必要としているのか。共同体、伝統、意味ある労働が破壊されるとき、何が起こるのか。制度は、それが統治する人々に対してどのような義務を負っているのか。

Great Booksカリキュラムの一環として、本授業ではヴェイユの著作を単なる歴史的文献としてではなく、社会秩序の根源、人間の義務の本質、精神的生活と共同的存在との関係について批判的に思考するよう学生に促す、生きたテキストとして扱います。精読・問い・対話を重視するソクラテス式の学習方法を通じて、教員と学生が共にヴェイユ独自の思想に向き合います。その思想は、世俗的とも宗教的とも、リベラルとも保守的とも容易に分類できず、共同体のなかに生きる人間の具体的な必要に対する厳密な注意を要求するものです。

教材は英語および日本語で提供され、多様な学問的・言語的背景をもつ学生の参加を促します。授業は主に英語で行われますが、非ネイティブスピーカーに対しては十分なサポートを行い、議論への参加と学術的コミュニケーション能力の向上を支援します。

本授業は、社会学、政治理論、哲学、神学およびそれらに関連する分野に関心をもつ学生が、社会生活の道徳的・精神的基盤についての理解を深める機会となります。ヴェイユの要求の厳しい、しかし透徹した文章を通じた協働的探究を通して、社会思想と魂の生とが交差する問いに対する批判的思考力、解釈の厳密さ、そして学問的対話への姿勢を養います。

<Session Titles and Descriptions>

Week1 Introduction. Reading and Discussion
Week2 Discussion 2
Week3 Discussion 3
Week4 Discussion 4
Week5 Discussion 5
Week6 Discussion 6
Week7 Discussion 7
Week8 Discussion 8
Week9 Discussion 9
Week10 Discussion 10

<Specific Goals and Expected Achievements>

Engage rigorously with primary source texts through close reading.
Formulate insightful and substantive questions based on assigned readings.
Participate in Socratic-style discussions through active questioning and dialogue.
Examine both the original impact of the texts and their relevance to contemporary society.

割り当てられた原典テキストを精読し、深く理解する。
読解に基づいた洞察に富んだ問いを自ら立てる。
ソクラテス式問答による対話的ディスカッションに主体的に参加する。
資料が持つ歴史的意義と現代社会との関連性について考察する。

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

<Teaching Methods>
Group work/Group discussion, Debate, Teams

<(*)Textbooks/References>

<Evaluation Guideline>
Reflection Papers 40 %
Assignments 30 %
Final Report 30 %

<Amount of Time Students Should Spend in Preparation Each Week>
Students are expected to spend approximately 3–4 hours per week in preparation, including close reading of assigned texts, note-taking, and the formulation of questions for class discussion.

毎週の準備学習として、3〜4時間程度を目安に、指定テキストの精読、ノート作成、ディスカッションに向けた問いの準備を行うことが求められます。

<Ways in which feedbacks are given to the students on their reports and exams>
Feedback is provided through written comments on reflection papers and final reports, as well as oral feedback during and after class discussions, with attention to clarity of argument, depth of analysis, and engagement with the texts.

リフレクションペーパーおよび最終レポートには、論点の明確さ、考察の深さ、テキスト理解の観点からコメントを付して返却します。また、授業中および討議後に口頭でのフィードバックも行います。

＜Use of Generative AI in Reports and Assignments＞
Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.
Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.
You may cite generative AI output only if you clearly indicate that it is generated by AI. However, reproducing AI output in full is prohibited. Because generative AI may contain inaccurate information, you must verify sources and evidence through methods other than AI and clearly indicate them when citing.
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
This course places strong emphasis on careful reading and in-class discussion. Students are expected to take responsibility for their own learning and to contribute thoughtfully to collective inquiry. Regular attendance and respectful engagement with peers are essential. Academic integrity must be maintained in all written and oral work.

本授業は、テキストの精読と授業内での討議を重視します。学生一人ひとりが主体的に学びに取り組み、対話的な学習に貢献することが求められます。原則として毎回出席し、他者の意見を尊重した議論を行ってください。すべての提出物および発言において、学術的誠実さを守ること。

RGB371E Great Books VII: Christian Classics 1

2 Credits

David Sytsma

Winter Fri-5,6

<Course Description and General Goals>

Expanding students' exposure to seminal literary works across time, space, and culture, this course focuses specifically on the major contributions to orthodox Christian theology made by figures such as Origen, Augustine, Luther, and Kierkegaard. The impact of these commentaries, treatises, letters, sermons, etc., has continued to ripple down through the ages, shaping the way the church understands the nature of its confession of faith and relation to the world. The instructor will vary the readings for each offering of this course. Students can anticipate rigorous engagement with primary source material through close reading of assigned texts and insightful question formulation. This course adopts a Socratic-style structure for in-class discussion, so all students should be prepared for thoughtful interaction with their peers and instructor regarding the material's original impact and contemporary relevance.

<Session Titles and Descriptions>

Week1 City of God, Book 1 (pp. 5-49) [The Sack of Rome, Providence, and Christian Suffering]
Week2 City of God, Book 4 & Book 5 [Political Theology; Fate vs. Free Will]
Week3 City of God, Book 8 (pp. 305-352) [Philosophy: Plato and the Platonists]
Week4 City of God, Book 11 (pp. 429-472) [Theology of Time]
Week5 City of God, Book 12 (pp. 473-509) [The Nature of Evil]
Week6 City of God, Book 14 (pp. 547-594) [The Human Fall]
Week7 City of God, Book 15 (pp. 595-649) [History of the Two Cities]
Week8 City of God, Book 19 (pp. 843-894) [True Justice, Peace, and Happiness]
Week9 City of God, Book 21 (pp. 964-1012) [End of the World and Eternal Punishment]
Week10 City of God, Book 22 (pp. 1013-1091) [Resurrection and Eternal Happiness]

<Specific Goals and Expected Achievements>

• Increase skills in close reading of a text.
• Learn from peers through dialogue.
• Grow in knowledge of the Christian faith through close engagement with great Christian minds.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* Augustine, City of God (Penguin Classics), trans. Henry Bettenson (Penguin Classics, 2004) ISBN 978-0140448948・[J-track: アウグス ティヌス『神の国』 (岩波書店1986)]

<Evaluation Guideline>

Class Participation 20 %
Assignments 60 %
Final Report 20 %
(Participation 20%; Assignments (Weekly reading) 60%; Final Report (End of semester reflection) 20%)

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 hours

<Ways in which feedbacks are given to the students on their reports and exams>

weekly in-class discussion and comments on final reflection paper

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

RSS210E Social Sciences I: General Psychology

2 Credits

Small Classroom 1
Spring Wed-3,4

Leong, Kaori

<Course Description and General Goals>

The rapid development of the field of psychology in the last century has made a significant impact on our lives. It has provided a wealth of knowledge which could greatly enrich our understanding of human beings. Yet it also calls for careful study and prayerful examination for Christians to discern how to utilize psychological knowledge for Christian discipleship. Through this course, we will learn what psychology could offer in our quest to understand and minister to people. In General Psychology, we will have an overview of the central topics and basic concepts in the field of psychology, with an attempt to deepen our understanding of how a human heart might function. There will be many opportunities for group discussions and self-reflection during the class. Students will be encouraged to interact with each topic based on their understanding of faith, while growing in deeper self-awareness.

<Session Titles and Descriptions>

Week1 What is psychology?
Week2 How could Christians relate to psychology? Theology &Psychology
Week3 What gets into our minds? Perception
Week4 What stays in our minds? Learning & Memory
Week5 How do we use what is in the mind? Thinking, reasoning, and communicating
Week6 Why do we do what we do? Motivation & Emotion
Week7 Is there a set pattern? Developmental psychology
Week8 Can we categorise people? Individual differences
Week9 What happens when things go wrong. Abnormal psychology
Week10 How do we influence each other? Social psychology *Weekly topics are subject to change.

<Specific Goals and Expected Achievements>

1.To understand the goals, methodologies, central topics, and basic concepts in the field of psychology.
2.To deepen and enrich our understanding of human heart and mind.
3.To explore how the knowledge provided by psychology could contribute to our lives.
4.To examine and interact with the knowledge of psychology based on a Christian theology founded on the Scriptures.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, Project Based Learning, TCU Online

<(*)Textbooks/References>

* Butler, Gillian and Freda McManus. Psychology: A Very Short Introduction. Oxford: Oxford University Press, 2014.
* Moes, Paul, and Donald J. Tellinghuisen. Exploring Psychology And Christian Faith: An Introductory Guide (Second Edition). Grand Rapids, Michigan: Baker Academics, 2023.
Myers, David G., and C. Nathan DeWall. Exploring Psychology. New York: Worth Publishers, 2019.

<Evaluation Guideline>

Class Participation 30 %
Assignments 30 %
Final Report 40 %
(1)☒Weekly Assignments 30%
a☒Read the assigned chapters of the two textbooks (indicated on the list of topics above) before the class.
b☒After each class, a Review & Reflect Worksheet will be uploaded through TCU online. The worksheet is to be submitted through TCU online before the next class. Each worksheet will be graded between 0-3 points.

(2)☒Class Participation 30%
a☒The students are evaluated according to how actively they participate in class through active engagement with the material, attentiveness to each other and sharing of their views.

(3)☒Final Project 40 %
a☒Write a portfolio that shows how you understand and apply 3 concepts of psychology out of what is covered in this course, and how they relate to your own life, faith, cultural background and social context. The paper should be approximately 1,700-2,000 words excluding lengthy quotations.

<Amount of Time Students Should Spend in Preparation Each Week>

Reading the designated chapter(s) before class (1.5-2hours)
Weekly assignments for submission (20-60 minutes)

<Ways in which feedbacks are given to the students on their reports and exams>

Weekly worksheets and the final paper are to be submitted and graded with comments on TCU online.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.

<Prerequisites and Other Notes>

Come with open minds to learn from the field of psychology to enrich your understanding of human mind/heart/behaviour while standing on the foundation of Christian faith!

SBS210E Biblical Studies I: Old Testament Survey

2 Credits

Small Classroom 1
Fall Fri-3,4

Kumon, Hikaru

<Course Description and General Goals>

The Old Testament is foundational for understanding many key themes in the Bible, including creation, sin, faith, law, wisdom, and prayer. But a good understanding of the contexts of the Old Testament is first necessary for a greater understanding of these themes.

This course aims to equip students with foundational instruments necessary for further study of the Old Testament. By the end of the course, students are expected to have basic knowledge on the various genres of the Old Testament, chronology of the Old Testament, the geography of Israel, and scholarly approaches for reading the Old Testament. In apporaching these themes, students will interact with some scholarly frameworks which have attempted to explain various features of the Old Testament.

Without sacrificing depth of understanding, this course also seeks to be practical. Students will produce a small document for their own reference, with all of the basic data they need for further exploration of the Old Testament. This document will be produced throughout the course of the semester.

<Session Titles and Descriptions>

Week1 The World of the Old Testament
Week2 Pentateuch①
Week3 Pentateuch②
Week4 Pentateuch③
Week5 Prophets①
Week6 Prophets②
Week7 Prophets③
Week8 Writings①
Week9 Writings②
Week10 Writings③

<Specific Goals and Expected Achievements>

This course aims to equip students with an understanding of the basic framework of Old Testament studies necessary for a competent reading of the Old Testament. Through the course, students are expected to: (1) Be able to describe the chronology of the Old Testament; (2) Gain familiarity with the geography of the Ancient Near East, and be able to locate key locations on a map; (3) Be able to explain key scholarly frameworks that have been used to interpret the Old Testament; (4) Identify and explain the different literary genres and themes contained within the various books of the Old Testament; (5) Be able to explain how the Old Testament deals with some key theological issues, and have the basic capacity to assess arguments made concerning these issues.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* Bill Arnold and Bryan Beyer, Encountering The Old Testament: A Christian Survey, 3rd ed.
* Bible (English Standard Version)

<Evaluation Guideline>

Class Participation 10 %
Final Report 50 %
Other 40 %

<Amount of Time Students Should Spend in Preparation Each Week>

Students should spend 4 to 5 hours in preparation for each class.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedbacks will be given in class.

<Use of Generative AI in Reports and Assignments>

Use of generative AI is not permitted. Any use of generative AI will be regarded as academic misconduct.

<Prerequisites and Other Notes>
Students should attempt to be active in their learning in class.

SBS220E Biblical Studies II: New Testament Survey

2 Credits

Small Classroom 1
Spring Mon-5,6

Akio Ito

<Course Description and General Goals>

This course is designed to provide students with a basic knowledge of New Testament, which is required prior to their pursuit of theological studies at TCU. We will make a survey of New Testament books chronologically rather than the order of books in the New Testament. We will study not only books of New Testament, but also its historical background since historical background information is indispensable for us to interpret and understand New Testament properly. New Testament world was different from ours in every respect. 'Christianity' started as a sect within Judaism, which was the religion of Jewish people. However, 'Christianity' has soon outgrown Judaism once non-Jewish Christians were accepted as full members of the Church. Since acceptance of non-Jewish Christians was the biggest issue for the first Christians, Paul argued for justification by faith without observance of the Mosaic law, and Luke recounts how first church has expanded not just geographically, but also trans-ethnically and trans-culturally.

<Session Titles and Descriptions>

Week1 Pauline Epistles (1) Galatians and Thessalonian correspondence
Week2 Pauline Epistles (2) Prison epistles (Philippians, Ephesians, Colossians and Philemon)
Week3 Pauline Epistles (3) Corinthian correspondence (1&2 Corinthians)
Week4 Pauline Epistles (4) Romans and pastoral epistles
Week5 Gospels (Matthew and Mark)
Week6 Luke-Acts
Week7 Johannine writings (1) the Gospel according to John and Johannine Epistles
Week8 Johannine writings (2) Revelation
Week9 Catholic Epistles (1) James, Jude and Petrine epistles
Week10 Catholic Epistles (2) Hebrews

<Specific Goals and Expected Achievements>

We will have to acquire some knowledge concerning the first century Greco-Roman world and envisage some basic differences between the biblical world and our contemporary world in order to be able to read and understand some basics of the New Testament writings, and learn to understand some of academic issues and discussions. We are now living in the time after the Reformation and the industry revolution. Besides our contemporary world is global. Although the New Testament is the Word of God, the New Testament consists of historical writigns and written by human beings. We must learn to read it as historical writings as well as decvotional purpose.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* ESV Study Bible, Crossway Books, 2012
* N.T. Wright and Michael Bird, The New Testament in its World: An introduction to the History, Literature and Theology of the First Christians, SPCK, 2019
Luke Timothy Johnson, The Writings of the New Testament: An Interpretation (Fortress, 2002)
Donald A. Hagner, The New Testament: A Historical and Theological Introduction (Baker, 2012)

<Evaluation Guideline>

Class Participation 10 %
Reflection Papers 10 %
Final Report 40 %
Final Exam 40 %
Not only class attendance but also class participation is prerequisite. Reflection papers are required to submit after each class session. This is important because we easily forget anything we have heard. We always need reviews to understand things. It is required to write a final report (or paper) concerning "How to Improve our world on the basis of the New Testament". You are expected to understand very basics of the New Testament for Final Exam.

<Amount of Time Students Should Spend in Preparation Each Week>

For a class session two hours of reading and thinking is recommended, but more than two hours are NOT prohibited!

<Ways in which feedbacks are given to the students on their reports and exams>

Students are encouraged to state their own opinions during class sessions. In case one is NOT outspoken, one can communicate with the teacher thru e-mail, the teacher does not use Teams though.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted. Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.

<Prerequisites and Other Notes>

Anything is permissible for this course although everything is NOT necessarily useful or meaningful.

SBS451E Biblical Studies V: Selected Biblical Books (Luke-Acts)

2 Credits

Undecided

Winter Mon-1,2

Suzuki, Aogu

<Course Description and General Goals>

This course provides an introduction to the study of the Gospel of Luke and the Acts of the Apostles. Together, Luke and Acts represent approximately one-quarter of the New Testament's total volume. Students explore these foundational NT texts within their historical and literary milieu, examining their contexts and narrative structure.

The primary goal of this class is for students to deepen their interest in and familiarity with the Lukan writings. To achieve this goal, students study key passages in Luke-Acts, engage with influential scholars, and become familiar with critical debates in Lukan scholarship. As a good discussion requires base knowledge, every student is expected to gain a firm grip of the main contents of each chapter.

This course places a particular emphasis on examining important Lukan themes, such as poverty and hospitality. Students ought to reflect on these themes with the contemporary context in perspective, discerning the relevance of Luke's theology in today's world.

<Session Titles and Descriptions>

Week1 Introduction to the Study of the Lukan Writings
Week2 Gospel of Luke (1)
Week3 Gospel of Luke (2)
Week4 Gospel of Luke (3)
Week5 Gospel of Luke (4)
Week6 Acts of the Apostles (1)
Week7 Acts of the Apostles (2)
Week8 Acts of the Apostles (3)
Week9 Acts of the Apostles (4)
Week10 Review and Application

<Specific Goals and Expected Achievements>

By the end of this course, students will be able to:

1) Articulate clearly the foundational literary structure of both the Gospel of Luke and the Acts of the Apostles (this includes memorising basic contents of each chapter in Luke-Acts).
2) Recognise influential scholars and key debates in Lukan studies.
2) Demonstrate a clear understanding of the historical, social, and cultural contexts in which Luke-Acts was composed, as well as how the knowledge of contexts inform exegesis.
3) Understand and appreciate Luke's distinct theological emphases, especially in comparison with other New Testament writers.
4) Reflect on and embody Luke's vision of discipleship in their own contexts.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion

<(*)Textbooks/References>

Darrell L. Bock, A Theology of Luke and Acts: God's Promised Program, Realized for All Nations.
Justo Gonzalez, The Story Luke Tells: Luke’s Unique Witness to the Gospel.
Joshua W. Jipp, Reading Acts. Cascade Companions.

<Evaluation Guideline>

Class Participation 10 %
Assignments 20 %
Midtem Report/Exam 30 %
Final Report 40 %
Additional details will be provided in the first class.

<Amount of Time Students Should Spend in Preparation Each Week>
Students are expected to spend approximately 5 hours per week on coursework outside of class.

<Ways in which feedbacks are given to the students on their reports and exams>
Students will receive written feedback on their final papers.

＜Use of Generative AI in Reports and Assignments＞
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Students who require accommodations should contact the instructor as early as possible.

SCH310E Christian History and Tradition I: Ancient and Medieval Church History

2 Credits

Small Classroom 1
Winter Tue-3,4

David Sytsma

<Course Description and General Goals>

This course is designed to introduce the student to the history of Christianity from antiquity to the late Middle Ages. Its primary aim is to acquaint the student with the historical and theological developments of key figures, movements, and doctrines of the period. Students will learn about major problems faced by the church during this time, such as Gnosticism and Arianism, and influential people, such as Augustine and Thomas Aquinas. Another goal is the development of a critical historical perspective on the Christian church and its applications to the practicalities of the modern Christian church and the Christian life. The course will proceed chronologically with a focus on eastern and western Christianity, but also with recognition of the global spread of Christianity.

<Session Titles and Descriptions>

Week1 Introduction; Beginnings of Christianity
Week2 Persecution and Growth
Week3 Apologists and Early Controversies
Week4 Nicene Orthodoxy and Eastern Christianity
Week5 Rome, Augustine, and Western Christianity
Week6 Early Middle Ages in the West
Week7 Medieval Controversies, Schism, and Crusades
Week8 Spiritual Renewal and Scholasticism
Week9 Late-Medieval Developments
Week10 Review

<Specific Goals and Expected Achievements>

The student will learn the significant events, figures, and doctrines that still have great impact today. They should also be able to see the clear continuities and discontinuities of the visible Church. In addition, they will acquire tools to critically engage with the past and to creatively apply true principles for contemporary challenges. When the contemporary world thinks about Christianity, it cannot do without thinking about the implication of some of the major contributors and doctrines such as Constantine or the Trinity. Furthermore, the discussion of the relationship between God and Jesus Christ continue to boggle our minds. In order to think critically about these issues, this course, hopefully, would provide adequate historical and theological tools.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* Irvin, Dale T., and Scott W. Sunquist. History of the World Christian Movement. Maryknoll, N.Y: Orbis Books, 2001
* Bettenson, Henry, and Christ Maunder, eds. Documents of the Christian Church. 3rd ed. Oxford: Oxford University Press, 1999

<Evaluation Guideline>

Class Participation 10 %
Quizzes 30 %
Final Report 30 %
Final Exam 30 %
Class Participation☒10 %
Reading Quizzes☒30 %
One Term Paper (6-8 pages)☒30 %
Final Exam☒30 %

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 hours

<Ways in which feedbacks are given to the students on their reports and exams>

Graded weekly quizzes, one short research paper, and one exam

<Use of Generative AI in Reports and Assignments>

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

SCH340E Christian History and Tradition IV: Science and Religion

2 Credits

Small Classroom 1
Spring Thu-5,6

Kumarasingham Adrian Rathieshan

<Course Description and General Goals>

This course takes you into one of the most important and enduring debates in human thought. With a clear and engaging approach, it explores how scientific discovery and theological reflection have shaped one another across history—and continue to do so in the modern world, with a particular sensitivity to questions and arguments central to Christian apologetics.

From the early Church Fathers and their vision of the natural world, to the synthesis of faith and reason in the medieval university, to the scientific revolution and figures such as Isaac Newton, the course traces the key moments that have defined this relationship. We examine the rise of natural theology in William Paley, and later developments in science that have prompted significant theological reflection, including those associated with Charles Darwin. The course concludes by engaging contemporary discussions, where a wide range of perspectives continue to interact, challenge, and refine one another.

This is not a course that tells you what to think. It is a course that equips you to think well. You will engage critically and fairly with different positions, learn to identify their strengths and weaknesses, and develop the clarity and confidence to articulate your own considered view.

Whether you approach the subject with conviction, curiosity, or scepticism, this course provides the tools to engage one of the defining intellectual conversations of our time with depth, rigour, and respect.

<Session Titles and Descriptions>

Week1 Introduction to the history of science and religion in the Christian tradition
Week2 The early fathers and the natural world
Week3 Aristotelianism in the high Middle Ages
Week4 Corpernicanism and the churches--the Galileo trial
Week5 The scientific revolution and the rise of mechanical philosophy--the beginning of atheism?
Week6 Isaac Newton--a case study in science and religion
Week7 The rise of natural theology and the argument from design
Week8 Charles Darwin--evolution and creation and the monkey trial
Week9 The new atheism and the four horsemen
Week10 Paper presentations

<Specific Goals and Expected Achievements>

This course is designed not only to introduce you to important ideas, but to help you grow in confidence as a thinker, reader, and communicator. You are not expected to have all the answers at the start. Instead, you are invited to engage, explore, and develop your understanding step by step.

To support your learning, we will also discuss how to use AI tools responsibly and effectively—for example, to clarify difficult readings, explore different viewpoints, and strengthen your own thinking. AI should not replace your work, but it can be a valuable partner in helping you learn more deeply and efficiently.

Students are expected to come to class prepared, having completed the assigned readings. As this will be the basis of the key discussions in class. These will be explained in Week 1 and provided in advance each week. Some readings will include original texts as well as selected sections from scholarly books and articles. You are not expected to understand everything immediately—part of the course is learning how to engage with challenging material.

Class participation is an important part of this course. You will be encouraged to ask questions, share your thoughts, and contribute to discussion in a respectful and constructive way. A significant portion of your grade will reflect your engagement and participation in class.

During the course, students will work in small teams (2–3 people) to prepare and deliver a presentation based on the assigned readings. These presentations are an opportunity not only to explain key ideas, but also to help guide and deepen class discussion.

For written work, you may choose one of the following options:

Option A: Three short papers (750–1,000 words each) submitted during the term
Option B: One final essay (2,200–3,000 words)

Both options require the same academic standards. Your work should present a clear structure, a coherent argument, and appropriate engagement with sources, including proper referencing. Guidance will be provided on how to do this well.

In Week 10, students will present the key ideas of their written work to the class in a clear and engaging way.

Overall, this course is designed to support your development—not only in understanding science and religion, but in learning how to think carefully, express ideas clearly, and engage meaningfully with complex questions.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class, Watching class recordings

<Teaching Methods>
Group work/Group discussion, Presentation, Debate, TCU Online, Teams, Clicker (Zoom voting, sli.do)

<(*)Textbooks/References>
* McGrath, Alister E. Science and Religion: A New Introduction. 3rd Edition. Oxford: Wiley-Blackwell, 2019.

<Evaluation Guideline>
Class Participation 30 %
Presentations 30 %
Final Report 40 %
Some flexibility may be allowed within the above structure, while maintaining consistent academic standards and fairness to all students. Further details will be discussed in Week 1.

<Amount of Time Students Should Spend in Preparation Each Week>
2-4 Hours/Week

<Ways in which feedbacks are given to the students on their reports and exams>
I will give written feedback on the final essay or other written work.

＜Use of Generative AI in Reports and Assignments＞
Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.
Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.
You may cite generative AI output only if you clearly indicate that it is generated by AI. However, reproducing AI output in full is prohibited. Because generative AI may contain inaccurate information, you must verify sources and evidence through methods other than AI and clearly indicate them when citing.
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Overall, this course is designed to support your development—not only in understanding science and religion, but in learning how to think carefully, express ideas clearly, and engage meaningfully with complex questions.

SCH450E Christian History and Tradition V: Systematic Theology

2 Credits

Small Classroom 1
Fall Wed-3,4

David Sytsma

<Course Description and General Goals>

The course introduces basic concepts about systematic theology. There is much common ground on these topics with the Lutheran, Reformed/Calvinist, and Wesleyan/Arminian theological traditions that inform much of modern evangelicalism. Yet evangelicals even within these traditions debate many issues. The course explores the coherence and interrelation of doctrinal topics, their roots in biblical sources, and their expression and development within the wider church. The course is focused specifically on doctrine and not on practice or ethics, but with the assumption that the knowledge of God and oneself is integral to Christian living.

<Session Titles and Descriptions>

Week1 Introduction to Systematic Theology
Week2 Revelation and Scripture
Week3 God
Week4 Creation and Providence
Week5 Humanity and Sin
Week6 The Person and Work of Christ
Week7 Election and Justification
Week8 Sanctification and Perseverance
Week9 Church and Sacraments
Week10 Eschatology and Review

<Specific Goals and Expected Achievements>

This will be a traditional lecture and reading course. The main textbooks by Herman Bavinck and Boyd/Eddy will be supplemented by important biblical and confessional texts. Bavinck’s Our Reasonable Faith is an old text, but provides a consistent framework for many traditional Protestant doctrines from a Reformed/Calvinist perspective. Boyd and Eddy are Baptists, and their book introduces recent issues in form of a debate between opinions. Through a combination of traditional and recent material, students will build up vocabulary and a basic knowledge of topics in systematic theology.

<Relationship to the diploma policy>

DP1 Understanding of the core concepts of Protestant Evangelicalism
DP2 A positive grasp of interdenominational principles
DP3 Theological knowledge and the ability to apply it
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

<(*)Textbooks/References>

* Boyd, George, and Paul Eddy. Across the Spectrum: Understanding Issues in Evangelical Theology. Grand Rapids: Baker Academic, 2002.
* Bavinck, Herman. Our Reasonable Faith: A Survey of Christian Doctrine. Translated by Henry Zylstra. Grand Rapids: Eerdmans, 1956; reprint, 2002.

<Evaluation Guideline>

Class Participation 10 %
Quizzes 40 %
Final Exam 50 %
There will be short reading quizzes at the beginning of class starting Week 2. These quizzes will focus on the assigned reading due for that week.

<Amount of Time Students Should Spend in Preparation Each Week>

4 hours / week

<Ways in which feedbacks are given to the students on their reports and exams>

Quizzes and Exam

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

SGS101E Global Studies I: Intercultural Communication

2 Credits

Small Classroom 1
Fall Mon-5,6

Motoaki Shinohara

<Course Description and General Goals>

The need to acquire knowledge and skills in intercultural communication is increasing in today's globalized world. Developing intercultural communication competence is not only relevant but also crucial. This course aims to introduce the fundamental knowledge and skills necessary for building healthy intercultural relationships. To achieve this goal, the course will explore the basic concepts and key variables of intercultural communication. In addition, students will learn about cultural patterns that help them objectively understand both their own communication styles and those of other cultures. Cultivating positive attitudes toward cultural diversity is also essential. The course will discuss the key components and fundamental skills required for effective intercultural communication. Special emphasis will be placed on intercultural communication in the Japanese context. This focus is intentional and aims to help students adjust more effectively to Japanese culture and society.

<Session Titles and Descriptions>

Week1 Introduction (Weekly Report #1)
Week2 What is Culture? (Weekly Report #2)
Week3 Barriers of Intercultural Communication (Interview Assignment)
Week4 Cultural Differences #1 (Weekly Report #3)
Week5 Cultural Differences #2 (Weekly Report #4)
Week6 Overcoming Cultural Stress (Weekly Report #5)
Week7 Japanese Culture #1 (Presentation Preparation on Japanese culture or Weekly Report #6)
Week8 Japanese Culture #2 (Presentation Preparation on Japanese culture or Weekly Report #6)
Week9 Film (Weekly Report #7)
Week10 Concluding Session Final Assignment (Integrated Paper)

<Specific Goals and Expected Achievements>

1. Students will cultivate positive attitudes toward different cultures.
2. Students will develop the ability to objectively analyze both their own and other cultures' communication patterns.
3. Students will develop the skills necessary to overcome cultural differences and build healthy intercultural relationships.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation

<(*)Textbooks/References>

Duane Elmer. Cross-Cultural Connections. Downers Grove, Illinois: Inter Varsity Press, 2002.
Duane Elmer. Cross-cultural Servanthood: Serving the World in Christlike Humility. Downers Grove, Illinois: Intervarsity, 2002.
Geert Hofstede, Gert Jan Hofstede, Michael Minkov. Cultures and Organizations: Software of the Mind (Third Edition). McGraw-Hill, 2010.

<Evaluation Guideline>

Class Participation 10 %
Assignments 30 %
Midtem Report/Exam 10 %
Presentations 20 %
Final Report 30 %
Notes
Class Participation: Reading on uploaded chapters of Elmer’ s book and Japanese Mind: 10%
Assignments: Weekly Report (Journal Keeping): 30%
Midterm Report/Exam: Interview Assignment and Presentation: 10%
Presentation: Presentation on Characteristics of Japanese Culture: 20%
Final Report: Integrated Paper: 30%

<Amount of Time Students Should Spend in Preparation Each Week>

Approximately 3 hours per week.

<Ways in which feedbacks are given to the students on their reports and exams>

Feedback will be provided through Microsoft Teams.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.

<Prerequisites and Other Notes>

Please come to class ready to think and share your thinking with the rest of the class.

SGS202E Global Studies II: Introduction to Global Studies

2 Credits

Small Classroom 4
Spring Fri-5,6

Rebecca Babirye

<Course Description and General Goals>

Course Overview and Goals
This course is designed to provide students with an interdisciplinary understanding of the complexities of our interconnected world. Through a combination of lectures, discussions, and hands-on activities, students will gain a deeper appreciation and understanding of the historical, cultural, economic, political, and social dynamics that shape our world.
This course will examine current global issues and themes such us environmental degradation, food security, global health, and international migration. The goal of the course is to equip students with the knowledge, skills, and perspectives necessary to become informed and active citizens in a rapidly changing world and to encourage critical thinking and informed decision-making. Throughout the course, students will engage in a multi-modal self-reflection process designed to help them locate themselves in both the local and global community by understanding links between history, ideology, and behavior, or the local- global (glocal) continuum.They will also develop the ability to identify and interrogate theories and structures that are used to frame global processes.

<Session Titles and Descriptions>

Week1 What is Global Studies?
Week2 Theories in Global Studies
Week3 Economic Globalization
Week4 Development and Global Politics
Week5 Cultural Globalization
Week6 Environment and Health
Week7 Food Globalization
Week8 Religion in the Global Age
Week9 Careers and International Travel
Week10 Presentations

<Specific Goals and Expected Achievements>

There are four components we will work on simultaneously:
1. discipline-based concepts, analytical tools, research theories and ideologies
2. region-based information, perspectives, issues, and theories
3. economic, political, and cultural perspectives on globalization and development
4. content topics revolving around food, health, religion, mobility, and environment.

Throughout the course, students will engage in a multi-modal self-reflection process designed to help them locate themselves in both the local and global community by understanding links between history, ideology, and behavior, or the local- global (glocal) continuum. They will also develop the ability to identify and interrogate theories and structures that are used to frame global processes.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, Debate, Fieldwork, TCU Online, Teams

<(*)Textbooks/References>

* Introduction to International and Global Studies - Shawn C. Smallman and Kimberly Brown, Chapel Hill: University of North Carolina Press; 2015.
* Engaging Globalization - Bryant Myers
The Oxford Handbook of Global Studies, Edited by Mark Juergensmeyer, Manfred B. Steger, Saskia Sassen, and With Victor Faessel

<Evaluation Guideline>

Class Participation 5 %
Reflection Papers 30 %
Midtem Report/Exam 15 %
Presentations 20 %
Final Report 30 %
30% Final Report
15% Midterm Quiz
5% Class participation
30% Weekly reflection papers
20% Presentations: Collage Assignment (15 points for the collage, 5 points for the presentation)

<Amount of Time Students Should Spend in Preparation Each Week>

At least 3 hours

<Ways in which feedbacks are given to the students on their reports and exams>

Weekly feedback on reflection papers

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>

Classroom Etiquette

•In order to focus intensively on literary conversations, this class will – for the most part – be a device free zone. As such, mobile phones should be set on silent or should be switched off and laptops, tablets etc. are only to be used with the express permission of the professor.

•No student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another.

SGS203E Global Studies III: Japanese Arts and Aesthetics

3 Credits

Mid-size Classroom 6
Fall Mon-2 Thu-5,6

Keiko Mori
Mcdowell David

<Course Description and General Goals>

This course serves as an introduction to Japanese art and culture. Opportunities to view artworks originating in Japan abound, from museum exhibits to contemporary digital art. However, knowledge of art history and cultural history, including the historical context of creation and the messages they convey, enables a deeper appreciation of art and individual pieces. Films and videos also contain a wealth of information, and in addition to watching certain films, this course will aim for greater understanding of Japanese art and culture through related assigned readings before discussing where characteristics of Japanese culture are expressed within the works. Furthermore, in today's world where anyone can be an artist or creator, we will deepen our discussion based on real examples about what it means to be both an art appreciator and a practitioner. To deepen learning, opportunities to articulate and communicate what each student has learned are provided through assignments such as group presentations and a final report. As this course is offered to students in both the Japanese and English tracks, lectures and assignments are conducted bilingually in Japanese and English, and some group work is also bilingual.

<Session Titles and Descriptions>

Week1 Intro to the course (incl. intro to textbooks & related assignments), intro to 道(way) and the art of Japanese calligraphy (mini lecture) → 書道 tryout in mixed groups
Week2 Tea ceremony & Christianity (mini lecture), Tea ceremony experience in mixed groups, group presentation groupwork
Week3 Lecture on the History of Japanese art (guest lecturer), group discussion (details of Japanese art and culture), history of manga (mini lecture)
Week4 Animation as Art mini lecture, a Ghibli movie intro & viewing, group discussion on the movie and relevant chapters of the textbooks
Week5 A Ghibli movie intro & viewing, group discussion on the movie and relevant chapters of the textbooks
Week6 Intro to Tokyo National Museum (incl. 書道・茶道・漫画 displays), prep sessions for group presentation
Week7 A Ghibli movie intro & viewing, group discussion on the movie and relevant chapters of the textbooks
Week8 Art as an expression of Faith (Guest lecture), prep sessions for group presentation and final report
Week9 Group presentations, group discussion (expression of faith in the art form)
Week10 SpeciJapanese art in short movies, group discussion, mixed-group sharing: present a piece of Japanese art
bilinguallyal Lecture: Kimihito Ikegami (TCU 1st year student) Bible and Illustration
(https://www.youtube.com/@donguri2008)

<Specific Goals and Expected Achievements>

The students will move beyond simply viewing Japanese artworks and expressing personal impressions to understanding and critiquing them from a broader perspective that includes their historical and cultural contexts. They will also learn to appreciate and discuss artistic expression from the creator's viewpoint. Leveraging the benefits of having students from both Japanese and English tracks participating, tasks requiring cooperation between speakers of the two languages will be used to foster greater mutual learning. Furthermore, online reflection assignments enable time-delayed discussions between students of different languages and cultures by requiring students to respond to posts written in the second (or other) language.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams, Rubric evaluation

<(*)Textbooks/References>

* Miyazakiworld: a life in art, Susan Napier, Yale Univ. Press, 2018
* The Anatomy of Dependence, Takeo Doi, Kodansha, 1971

<Evaluation Guideline>

Class Participation 30 %
Assignments 20 %
Presentations 20 %
Final Report 30 %
Details will be given at the first meeting.

<Amount of Time Students Should Spend in Preparation Each Week>

Understanding major topics and relations among them requires time to study through readings and writings (approximately double the time you spend in class).

<Ways in which feedbacks are given to the students on their reports and exams>

Questions, reports and announcements will be communicated through TCU Online, Teams and emails. TCU Online tasks will be checked online, and presentations will be evaluated according to rubric.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.

<Prerequisites and Other Notes>
You must purchase one of the two textbooks above before the second meeting and begin reading assigned chapters. Understanding major themes of the textbook is vital for lectures, discussions, presentations and final paper.

Examples of reasonable accomodation: offering deadline extensions and alternative assignments. Teachers may not provide arrangements for online class participation since it does not match the course goals nor expected achievements above.

SGS307E Global Studies VII: Religion and Society in Japan

3 Credits

Mid-size Classroom 3
Fall Wed-5,6 Fri-5,6

Mieko Iwata

<Course Description and General Goals>

In this course, we will explore and analyze how religions functions as social systems in contemporary Japan. While Japan is often seen as one of the least religious countries in the world, we will investigate how religion continues to play a significant role in both private and public aspects of Japanese life. We will examine the intersections of various themes, such as Shinto and politics, Buddhism and views of life and death, new religious movements and their social engagement, and the Aum Affair and violence. Throughout the course, we will engage with readings, lectures, student presentations, weekly discussions, and field trips. These activities will guide us in gaining a deeper understanding of the relationship between religion and society in Japan, and will help us familiarize ourselves with the religious landscapes of contemporary Japanese society. Additionally, we will develop critical skills for reflecting on our own views of religion. We will also have the opportunity to visit local religious sites.

<Session Titles and Descriptions>

Week1 Introduction: Religious Views of the Japanese
Week2 The History of Shintoism and Buddhism in Japan I
Week3 Field Trip: Shinto Shrine (Munakata Shrine)
Week4 Field Trip : Buddhism Temple (Kechien-ji)
Week5 The History of Shintoism and Buddhism in Japan II
Week6 Japanese View of Death and Afterlife from “Departure”
Week7 Japanese Religiosity Today from “Jesus”
Week8 Japanese Religiosity in Folktales
Week9 Presentation Preparation
Week10 Group Presentation

<Specific Goals and Expected Achievements>

1) To foster an ability to think theoretically and historically about the concepts of “Japanese religion” and “Japanese religiosity.”
2) To write strong analytical essays on topics pertaining to Japanese religion and religiosity.
3) To critically think about and discuss one’s own religiosity and faith with fellow students through reflection on Japanese religion and religiosity.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, Fieldwork, TCU Online

<(*)Textbooks/References>

<Evaluation Guideline>

Class Participation 20 %
Assignments 50 %
Presentations 30 %

<Amount of Time Students Should Spend in Preparation Each Week>

Each student is expected to spend 280 minutes per week studying outside of this class for this class.

<Ways in which feedbacks are given to the students on their reports and exams>

Ways in which feedbacks are given to the students on their reports and exams.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted. Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.

<Prerequisites and Other Notes>

This class is 15 x 140 minutes. The class will be held on the following dates and times

Every Thursday 15:45-18:10

The following Fridays from 15:45 to 18:10
September 4, 18, October 2, 16, 30

SGS310E Global Studies X: Leadership, Management, and Organizational Culture in Japan

2 Credits

Mid-size Classroom 3
Winter Wed-5,6

Tetsuya Morita

<Course Description and General Goals>

This course is designed to explore the intersection of leadership, management, and organizational culture within the context of Japan's interaction with Western values. Over ten weeks, students will begin a journey to explore the sociological aspects within the realm of Japanese organizational life and culture, examining how individuals and groups interact within organizations, the impact of individual choices and organizational structures, and how organizational culture shapes and is shaped by individual values and practices.

The course will explore the impact of globalization on Japanese organizations, focusing on how it fosters change, and will discuss the challenges and opportunities arising from multicultural societies. Through a mix of lectures, case studies, group discussions, and guest speaker insights, students will gain a comprehensive understanding of the complexities of organizational management, informed by both theory and practice.

Special emphasis will be placed on the influence of Western management theories, particularly those of Peter Drucker, on Japanese organizational practices. Students will investigate the formation of organizational culture and identity, the organizational and social structure of modern Japan, and emerging trends in organizational management in the 21st century. The course also explores the unique development of private and public relationships in Japan and the significant role that leaders—regardless of their position and background—play within organizations.

By the end of this course, students will not only have a deeper understanding of the sociological aspects of organizational life in Japan but also be equipped with the insights and strategies needed to navigate and lead effectively in a culturally diverse environment. This course offers valuable perspectives for those looking to serve as responsible members and leaders in organizational life, both within Japan and in a global context.

<Session Titles and Descriptions>

Week1 Course introduction
Week2 Mission, Change, and Identity: Navigating Institutional Organizational Dynamics
Week3 Mission, Culture, and Customers: Shaping Organizational Success
Week4 What does the Customer Value?
Week5 What are our results?
Week6 What is our plan?
Week7 Case Study: The University of Tokyo Press
Week8 Case Study: Japanese Olympic Committee
Week9 Case Study: Japanese Multinational Corporations
Week10 Students Presentation

<Specific Goals and Expected Achievements>

1. Analyzing Organizational Life from a Sociological Perspective. Students will gain an in-depth understanding of organizational life in Japan. This includes: how individuals and groups interact in organizations; how individual choices impact organizations, and vice-versa; how organizational culture influences individual values and practices; and how local and global forces – especially from the Western world – drive change in organizational life within Japan. Students will develop the ability to analyze these factors from a sociological perspective and gain a better understanding of the important role of leadership and management in Japanese organizations.

2. Integrating Theory and Practice in Organizational Management. Through integrating theory and practice, students will understand the complexities of organizational management and the ability to develop effective management strategies. Using case studies, group discussions, and practical examples from organizational life in Japan, students will examine the real-world challenges of organizational management in Japan today and solutions to those challenges. Students will gain a vision for how they can serve as responsible members and leaders in organizational life in Japan and beyond.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, Debate

<(*)Textbooks/References>

* Drucker, P. F. (2008). The Five Most Important Questions, JB.

<Evaluation Guideline>

Class Participation 20 %
Reflection Papers 40 %
Assignments 30 %
Final Report 10 %

<Amount of Time Students Should Spend in Preparation Each Week>
This class assumes that the students have a good understanding of the literature assigned in advance. Students will also be expected to independently research information related to the topics covered on the Internet. The speed of comprehension of the assigned material varies from person to person, but 4-5 hours per week is the standard.

<Ways in which feedbacks are given to the students on their reports and exams>
Feedback will be given for every class statement and writing through email, the writing board, and individual meetings.

You should arrange a time with a faculty member during office hours or other times to receive personal feedback. I will try to be in my office (3rd floor of the Classroom Building) during lunch break (12:20-12:50), but please get in touch with me in advance via Teams chat to say a few words. You are welcome. Email Contact Address: morita@tci.ac.jp

＜Use of Generative AI in Reports and Assignments＞
Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.
Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.
You may cite generative AI output only if you clearly indicate that it is generated by AI. However, reproducing AI output in full is prohibited. Because generative AI may contain inaccurate information, you must verify sources and evidence through methods other than AI and clearly indicate them when citing.
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
This class may not use computers, smartphones, or other digital devices during group discussions. This allows students to focus on self-expression, communication, and deep thinking. You may use a computer or tablet to take class notes, but you are encouraged to bring a notebook, paper, and writing utensils to take notes outside of those devices. If you wish to use a digital device to obtain necessary information during class, the instructor will provide instructions as appropriate. Even when such instructions are given, please use them for the course.

SGS316E Global Studies X VI : Japanese Culture and Society

3 Credits

Mid-size Classroom 6
Fall Tue-4,5,6

Takamizawa Eiko

<Course Description and General Goals>

This course introduces Japanese culture and society through studying forms, patterns, and expressions of life in Japan today. Students will get a broad overview of Japanese economic life, family and community life, Japanese religions and worldviews, and forms of education. While the focus will be on contemporary Japan, students will also learn about historical forms and expressions of Japanese culture that have led up to the present day. Students will learn through classroom lectures, readings, and discussions, of course, but also through interviewing local Japanese people about their own understanding and experiences in various areas of life, and through reflecting together on what they have seen and learned during their experiences in daily life. Throughout the course, students will have many opportunities to reflect on what it means to live as a Christian in Japan today, whether as a Japanese citizen or as an expatriate. The course's broader aims are for students to learn how to become critically minded and compassionate interpreters of their own and other cultures to live and act in ways that lead to the flourishing of life both locally and globally.

<Session Titles and Descriptions>

Week1 Introduction, Historical Overview. (Ch. 1)
Week2 The Japan PHenomenon (Ch.2)
Week3 Gap Society (Ch.3)
Week4 Generation & Geography (Ch. 4)
Week5 Work: Japanese Style Management & Cultural Capitalism (Ch.5)
Week6 Education: Diversity & Unity (Ch. 6)
Week7 Religion & Belief, Japanese Worldview (Ch. 10)
Week8 Gender & Family, (Ch.7)
Week9 Ethnicity (Ch.8)
Week10 The Popular & Cool Culture , Cultural Ethos (Ch.11) The 4th week class will not be held on September 15th. The supplementary class will be held on the 11th week, the same day as the due for all the assignments.

<Specific Goals and Expected Achievements>

Students will be able to describe an overview of Japanese socio-cultural issues related to the economic life, family and community life, Japanese religions and worldviews, education, and culture including traditional and pop culture.
Through this course, students will have a deeper understanding of contemporary Japanese socio-cultural and religious situations and the issues in it from an historical perspective. Goals of this course is to help and equip the participants to become effective witnesses of the Gospel and missionaries for Japanese people.
Students will also learn how to appreciate and respect different cultures and foster their intercultural sensitivity and leadership with a global perspective.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, Project Based Learning

<(*)Textbooks/References>

* Sugimoto, Yoshio. An Introduction to Japanese Society. 5th Edition. Cambridge: Cambridge University Press. 2021.
Nakane. Japanese Society. Univ. of California. 1972.
Doi. Anatomy of Dependance. Kodansha America. 1978.
* OMF International. Beneath the Surface: 30 Ways to Pray for Japan.OMF International. 2023
Bellar. Tokugawa Religion: The Cultural Roots of Modern Japan. Free Press. 1985.

<Evaluation Guideline>

Class Participation 10 %
Reflection Papers 10 %
Assignments 10 %
Presentations 30 %
Final Report 40 %
"Other" = Involvement in Activities, not engaging with unrelated activities including internet surfing for unrelated topics.

<Amount of Time Students Should Spend in Preparation Each Week>

Reading the portion of the text for the week. 1hour
Reflection on the portion of the class studied. 30 minutes
Prepare for the reading report on the assigned chapter. 30 minutes
Preparing for the class presentation and the final paper. 1 hour

<Ways in which feedbacks are given to the students on their reports and exams>
Participation without being late or leaving early will be counted as 1 point for each class.

The reflection paper will be evaluated in the area of the bibliographical information, the summary of the article, and your reflection on them.
Presentation will be evaluated in the area of comprehensiveness, organization, creativity, and presentation skills.
The final paper will be evaluated in the area of appropriate topic, a clear thesis, effective quotations with the authors' credits, organization of thoughts, and a clear conclusion. Consistancy of thoughts and clarity of English will be evaluated. Updated version of evaluation will be shared in the first class.

＜Use of Generative AI in Reports and Assignments＞
Use of generative AI for research related to assignments, brainstorming, and translation of reference materials is permitted.
Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>
Students are not encouraged to use computer and mobile phone in the class unless the instructor suggested. All the class materials in hard copies will be distributed in each class.

We will have group discussions and activities. Your active involvement will be highly evaluated.

One class missiong will result in deduction of 1 point. Let us be punctual for other participants.

SGS414E Global Studies XIV: TESOL

2 Credits

Keiko Mori

TERA Classroom 1
Winter Thu-5,6

<Course Description and General Goals>

This is a practical course for those interested in teaching English in the EFL (English as a Foreign Language) setting. Students taking the course will self-study basic theories and skills through understanding the textbook and online resources given as assignments. After short lectures alligned to the assigned textbook chapters, participants discuss findings and questions from different perspectives, including insights from one’ s own learner experience in language courses. Toward the end of the course the participants will lead a 15-minute language activity in the real classroom at TCU so that the “mini-teachers” will learn from actual teaching. Learning how to teach with textbooks, the participants will study learner materials available in Japan, set a context, then choose a topic to make a mock teaching plan. Through taking the course the students will come to grasp what EFL learners’ needs and motivations are, yet also how varied individual classrooms are.

<Session Titles and Descriptions>

Week1 Introduction to the course and survey of language learning experience
Week2 TESOL basics 1: teaching in the EFL setting
Week3 TESOL basics 2: teaching to meet diverse needs
Week4 TESOL basics 3: teaching the 4 skills, grammar and vocabulary
Week5 Introduction to “mini-teaching” sessions and teaching plan presentations
Week6 TESOL materials 1: textbooks
Week7 TESOL materials 2: classroom activity resources
Week8 TESOL materials 3: online resources
Week9 “Mini-teaching” segments (for those who cannot practice teaching at Total English courses)
Week10 Teaching plan presentations and peer evaluations

<Specific Goals and Expected Achievements>

Class attendance with the assignments done is the priority for all participants to acquire skills for language teaching with ample understanding of teachers and learners alike. Discussions and presentation preparation activities in class are vital for confidence-building of prospective teachers, in addition to basic knowledge of TESOL through reading. If absent, students must consult with the teacher or classmates afterwards about what they missed.

<Relationship to the diploma policy>

DP4 Disposition to serve people and society as a Christian, cultural literacy and the ability to apply it.

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation, TCU Online, Teams, Rubric evaluation

<(*)Textbooks/References>

* How Languages are Learned (5th Edition)
言語はどのように学ばれるか（原書第4版）

<Evaluation Guideline>

Class Participation 20 %
Reflection Papers 20 %
Assignments 30 %
Presentations 30 %
Activity/ assignment details will be explained in class.

<Amount of Time Students Should Spend in Preparation Each Week>

It takes 4 to 5 hours weekly to learn from readings and other resources. Contribute to classroom discussions with enough understanding of the assignments.

<Ways in which feedbacks are given to the students on their reports and exams>

Teacher uses TCU Online, Teams, plus emails to provide feedback.
Students must check the TESOL TCU Online Course on a regular basis since it has most of the course contents and information updates. Group/ individual Teams chats are for questions, requests and reports among classmates and the teacher.

＜Use of Generative AI in Reports and Assignments＞

Use of generative AI for developing the structure of assignments, refining expressions, and proofreading is permitted. However, you may be required to disclose how you used generative AI.

<Prerequisites and Other Notes>

-Notice of absence must be submitted prior to the class time.
-Any changes of class activities or meetings will be announced via Teams chats and the TESOL TCU Online course thread.
-Examples of reasonable accomodations: alternative tasks/ assignments and deadline extensions upon request. On the other hand, discussions & groupwork are vital for optimal learning so that the online attendance is not expected for this course.

-Examples of reasonable accomodation: offering deadline extensions and alternative assignments. Teacher may not provide arrangements for online class participation since it does not match the course goals nor expected achievements above.

SPT350E Practical Theology V: Christian Apologetics

2 Credits

Small Classroom 4
Spring Wed-5,6

David Sytsma

<Course Description and General Goals>

This course examines the perennial question of the relation of faith and reason. This is a recurring issue from the beginnings of Christianity to the present day, and this course will make use of the rich resources available from great theologians in the past. The course aims both to familiarize students with various traditional Christian paradigms on faith and reason, and to address important challenges to these paradigms. Accordingly, we will look at some of the most influential Christian theologians who have shaped both the universal church and, more specifically, Protestant and evangelical theology. These theologians include Augustine, Aquinas, Calvin, Wesley, and C.S. Lewis. We will also study some important issues which have shaped theology in modern times and pose problems for the earlier paradigms: for example, skepticism toward miracles and modern atheism. The opinions and problems addressed in the course relate to universal questions and long-term trends that are of enduring significance to thoughtful Christians living today. Course readings and discussion will be centered on representative original sources.

<Session Titles and Descriptions>

<Specific Goals and Expected Achievements>

Upon completion of the course students should be able to recognize and articulate some of the main approaches to faith and reason from traditional Christianity which are still influential today. This introduction will allow students to benefit from, and make a more informed judgment about, present-day Christians who draw on approaches from the past. The study of modern problems in the course will help students think through appropriate responses to developments in modern Christianity and a larger secular world. Finally, by thinking through the question of how knowledge relates to faith, students' self-understanding will mature so that, it is hoped, they are transformed by the renewal of their minds.

<Relationship to the diploma policy>

DP3 Theological knowledge and the ability to apply it
DP5 Passion and knowledge to serve God and the church Undergraduate DP

<Teaching Methods>

In-person class

<Teaching Methods>

Group work/Group discussion, Presentation

<(*)Textbooks/References>

* R. C. Sproul, Defending Your Faith: An Introduction to Apologetics (Wheaton, IL: Crossway, 2018).

<Evaluation Guideline>

Class Participation 10 %
Assignments 50 %
Presentations 15 %
Final Report 25 %
Class Participation 10%; Reading Reports 50%, Presentation and Paper 40%

<Amount of Time Students Should Spend in Preparation Each Week>

2-4 hours

<Ways in which feedbacks are given to the students on their reports and exams>

Comments and grades for reading reports and presentations

＜Use of Generative AI in Reports and Assignments＞

Please consult the course instructor regarding the permitted scope of use.

<Prerequisites and Other Notes>