

**Tokyo Gakugei University International Student Education Program (TGU ISEP)**  
**2022 Spring Semester Courses**

2022/03/22

**1. Regular Courses**

	Mon / 月曜日	Tue / 火曜日	Wed / 水曜日	Thu / 木曜日	Fri / 金曜日
I 8.50-10.20					
II 10.30-12.00			Japanese Kawaii: History and Development (Joshua P. DALE) 【online (N207)】		Cultural Social Psychology of the Japanese (SUGIMORI Shinkichi / David WONG) 【online (C103)】
III 12.50-14.20	Japanese Martial Arts: Judo (KUBOTA Hiroshi) 【Judo Hall*】	Educational System and School Reform in Japan (SUEMATSU Hiroki) 【online (N407)】	Global Japan Studies A (ARISAWA Shino 【online (N407)】	Cycling (WATANABE Masayuki) 【in front of Table Tennis Hall *】	
IV 14.30-16.00	Exploring the Cultural Diversity of Japan (I) (ARISAWA Shino) 【online (N202)】	Cross-cultural Ideas and Activities (SA) (TODA Takako) 【online (W201)】			Introduction to Psychophysiology (IKEDA Kazunari) 【online (N104)】
V 16.10-17.40	Theatre Workshop (KAMATA Maiko) 【Exhibition Room3】			(VII) 20.10-21.40 Cross-cultural Discussion and Presentation (TODA Takako) 【online (S102)】	

**2. Intensive Courses**

1	Aquatic Sports – Swimming (MORIYAMA Shinichiro) 【Swimming pool*】
---	--

<Notes for venue>

- \* Judo Hall (柔道場): No.309 on campus map
- \* Exhibition room 3 (展示室 3): 2nd floor of the Arts Hall (芸術館), No.102 on campus map
- \* Table Tennis Hall (卓球場): No.303 on campus map, (room N407 in case of rain.)
- \* Swimming pool (プール): No.311 on campus map

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

ISEP 科目は英語能力があれば誰でも受講することができます。シラバスをよく読んで関心のある授業を履修してください。ただし、Global Japan Studies は ISEP プログラム生のみ受講可能です。

## List of Courses

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

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

### Course descriptions

Listed below are brief outlines of the ISEP courses available this semester. Please note that the following academic program information is subject to change depending on circumstances. Please note that students are required to pay their own expenses, such as travel fees and costs for necessary materials in case the course includes field trips and hands-on workshops. Ask each Instructor about an estimated amount.

### Regular Courses

Course title	<b>Global Japan Studies A</b>
Instructor	ARISAWA Shino
Aim and learning goals	Acquire practical ability of conducting research, and develop critical skills in thinking, planning, investigating, discussing, and presenting ideas in oral and written format.
Description	<p>This course is <b>COMPULSORY</b> and <b>ONLY AVAILABLE</b> for the students enrolled in the <b>ISEP</b>. Students pursue individual study projects under the guidance of academic advisors and bring their works in progress to class for discussions to help each other with developing ideas. Individual study topics can be chosen from students' own interests, including social and cultural issues, arts, literature, politics, and education. Throughout the course, students will learn basic knowledge and skills for conducting research, including writing literature review, setting up methodology, making analyses, and arguing in critical and logical ways. Some workshops by guest teachers and fieldwork trips around Tokyo will also be held to broaden students' perspectives on Japanese society and culture.</p> <p>Weekly classes will be held on Zoom until all the international students arrive in Japan. Plans for workshops and fieldwork trips are subject to change depending on the situation of COVID-19. Class materials will be distributed via Microsoft Teams.</p>
Textbooks	No specific textbook is required.
Relevant readings	Students will find their own relevant reading materials.
Assessment and grading	Weekly assignments, including preparations for class, presentations, and reports: 100%
Schedule	<p>Tentative</p> <ol style="list-style-type: none"> <li>1) 13 Apr: Introduction</li> <li>2) 20 Apr: Individual Study – methodology</li> <li>3) 27 Apr: Individual Study – methodology</li> <li>*4 May: national holiday – no class (We might visit Kurayami Matsuri festival)</li> <li>4) 11 May: Individual Study –survey</li> <li>5) 18 May: Individual Study –survey</li> <li>6) 25 May: Workshop or fieldwork</li> <li>7) 1 Jun: Individual Study - survey results and analyses</li> <li>8) 8 Jun: Individual Study - survey results and analyses</li> <li>9) 15 Jun: Individual Study - survey results and analyses</li> <li>10) 22 Jun: Individual Study - writing up</li> <li>11) 29 Jun: Workshop or fieldwork</li> <li>12) 6 Jul: Individual Study - writing up</li> <li>13) 13 Jul: Workshop or fieldwork</li> <li>14) 20 Jul: Workshop or fieldwork</li> <li>15) 27 Jul: Summary</li> </ol>
Additional self-study	Work on your own individual study
Keywords	Japanese culture and society, independent research, fieldwork
Notes	
Message for students	Discover Japan from your original perspectives.

Course title	<b>Educational System and School Reform in Japan</b>
Instructor	SUEMATSU Hiroki
Aim and learning goals	We will focus on understanding educational system and school reform in Japan especially focusing on modern educational policies, educational reform and education management environment.
Description	<p>To understand Japanese education system and school reform, we first understand the trends of modern society changes and accompanying educational policy. On that basis, we will deepen our understanding on Japanese education from administrative, institutional and managerial perspectives and consider contemporary issues concerning educational collaboration in schools, parents, and communities in the globalisation era.</p> <p>Specifically, we will examine changes in the educational system and issues, such as privatisation of schools, marketisation of education, issues of professional development in the mass retirement / mass recruitment of school staff, and international trends in the school management environment, and so on.</p> <p><a href="#">This class will be conducted online.</a></p>
Textbooks	Will be distributed accordingly.
Relevant readings	Will be informed accordingly.
Assessment and grading	Participation level to the class activities (40%) Report (60%)
Schedule	<ol style="list-style-type: none"> <li>1 On how to proceed the class</li> <li>2 Educational Reform and Education System in Japan</li> <li>3 School Reform and Regulatory Reform</li> <li>4 School System and School Administration &amp; Management</li> <li>5 From Management to Leadership in School</li> <li>6 Distinctive School Reforms</li> <li>7 On National Curriculum</li> <li>8 Lesson Studies</li> <li>9 Bullying Problems and Educational Policy</li> <li>10 Professional Development for Teachers</li> <li>11 Professional Development for School Leaders</li> <li>12 Community Involvement to Schools</li> <li>13 Parents and Local Communities for School Management</li> <li>14 Leadership and Communication in Schools</li> <li>15 Review of the class</li> </ol>
Additional self-study	Analysis of Japanese policy documents and educational practice
Keywords	Educational System, School Reform, School Leadership, Professionalisation of Teachers
Notes	In the class, we will ask for active discussion and participation in presentation.
Message for students	From various perspectives, we would like to consider the educational problems and educational reforms in each country in addition to Japan and discuss them.

Course title	<b>Cross-cultural Ideas and Activities</b>
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class of overseas students with Japanese undergraduate students who will become primary school teachers and support non-Japanese children. The activities will give students a chance to share their cultures and ideas and hits for making better cross-cultural relationships for their future.
Description	<p>Combined style of on-demand activities on the Class Team Screen and live presentations (you can choose online or face to face classroom presentation)</p> <p>Assignment I : Post your Self-Introduction with the name you wish to be called in this class on the class Team screen.</p> <p>Assignment II : Post your messages to the classmates ' introductory posts.</p> <p>Assignment III : Post a topic you would like to discuss with classmates with some materials and descriptions.</p> <p>Assignment IV: Post comments and questions to the classmates ' posts on their topics.</p> <p>Assignment V: Prepare slides for class discussion (materials and questions) on your topic. Choose your presentation style from an online live meeting, recorded presentation with interaction with posts, or face to face classroom presentation. Reserve your presentation date on the reservation file uploaded on the Team screen.</p> <p>Assignment VI : Answer the questions presenters prepared and exchange ideas on the topic.</p>
Textbooks	
Relevant readings	
Assessment	Submission of Term Report, which should include: your topic, summary of your research on it, the question you prepared for class discussion, and the new ideas you got from the interactions with classmates. Your class contributions shown in Assignment II, IV, and VI will also be evaluated for your credits.
Schedule	<p>Please check the details of this course on the Class Team screen every week. Please join University Microsoft Teams once you have received your university address (...@u-ac.jp); please set your PC screen to open your email. Click the dots icon (three rows of three dots each, forming a nine-dot icon), and click 'Teams'. Find the icon with three people and the following Japanese sign: [コードでチームに参加する]. Enter the Team code number in the grey field below the sign. The university pays the fee for Microsoft Office at this address, including for Teams usage. The class Team code is:</p> <p><b>htu58pt</b></p>
Additional self-study	
Keywords	<p>Activities for getting hints for better cross-cultural relationships for the future.</p> <p>Exchange ideas on the topic you choose.</p> <p>Co-learning with Japanese undergraduate students.</p>
Notes	
Message for students	You are the future leaders. I hope you will make the best of this experience for understanding different standpoints and creating a better future for the world in your career.

Course title	<b>Cross-cultural Discussion and Presentation</b>
Instructor	TODA Takako
Aim and learning goals	This co-learning class is with new Japanese graduate students interested in Intercultural Understanding and Interdisciplinary Cooperation for their educational practices. This class aims to give overseas students a chance to communicate with Japanese students and help them to gain a new perspective on Intercultural and Interdisciplinary Understanding for their future careers.
Description	<p>On-demand Activities on the Team Screen:</p> <p>Assignment I: Post your Self-Introduction ( No.1 Introduce yourself and indicate the name you wish to be called in this class. No.2 Explain your particular interest in the subjects of cross-cultural and intercultural understanding. No.3 State what you want to ask your classmates.)</p> <p>Assignment II: Post your replies to the classmates' No3s.</p> <p>Assignment III: Compare English and Japanese for the keywords in your writing No.2. Make a slide to show the difference in concepts. Describe your understanding and write your question to the classmates.</p> <p>Assignment IV: Post your replies to classmates' questions</p> <p>Assignment V: Find an academic resource on your topic and make slides to show the points you would like to tell the class. Create a related question for classmates can discuss. Choose presentation style by posting or Live meeting.</p> <p>Assignment VI: Reply to the classmates' questions by posting or at live meetings.</p>
Textbooks	
Relevant readings	
Assessment and grading	Record of Assignment I ~VI in the Class Team. Submission of Term Report focused on your cross-cultural findings through Assignments.
Schedule	Please check the details of this course on the Class Team screen every week. Please join University Microsoft Teams once you have received your university address (...@u-ac.jp); please set your PC screen to open your email. Click the dots icon (three rows of three dots each, forming a nine-dot icon), and click 'Teams'. Find the icon with three people and the following Japanese sign: [コードでチームに参加する]. Enter the Team code number in the grey field below the sign. The university pays the fee for Microsoft Office at this address, including for Teams usage. The class Team code is: <b>emy16cb</b>
Additional self-study	
Keywords	Intercultural understanding. Interdisciplinary cooperation. Co-learning with Japanese graduate students. Bilingual (English and Japanese ).
Notes	
Message for students	You are the future leaders. I hope you will make the best of this experience for your future intercultural and interdisciplinary communication.

Course title	<b>Cultural Social Psychology of the Japanese</b>
Instructor	SUGIMORI Shinkichi/ David Wong
Aim and learning goals	Through this course, students are expected to deepen their understanding not only of the Japanese culture, but also of their own cultural way of thinking, reasoning, and behavior.
Description	In this class, we will discuss about the foreign students' questions on Japanese customs and behavior. Through the students' presentations, discussion, and lectures, the students will be able to deepen the understanding of the Japanese cultural social psychology.  This course will basically be held online. Please check WebClass for class materials.
Textbooks	
Relevant readings	I will assign appropriate learning materials in the class.
Assessment and grading	Attendance (30points: First absence: -5points, other absences: -10points) Discussion (20points: contribution to the class discussion) Presentation(30 points) Final report (20points)
Schedule	1 .Orientation Self-introduction and explanation of students' presentation 2. - 3. Lectures on the Japanese way of thinking and behaviour. The theme addresses such topics as “why Japanese people are hesitant to talk with foreigners?” (e.g., the communication patterns of the Japanese), “how Japanese people express aggressiveness?”, “bullying in Japanese schools”, etc., according to the students' curiosity. 4. – 14. Students' presentation, discussion, and commentary lectures. 15. Final remarks and discussion.
Additional self-study	Students are encouraged to review appropriate academic books and articles concerning their own research questions.
Keywords	cultural social psychology, Japanese customs, mindset, cross cultural understanding
Notes	
Message for students	Through inquiring of cultural comparison, I hope you will also deepen your understanding of your own culture.

Course title	<b>Introduction to Psychophysiology</b>
Instructor	IKEDA Kazunari
Aim and learning goals	In this course, students are encouraged to learn the knowledge about the mind and brain, and also organize biopsychological ideas through presenting own thoughts in oral and written formats.
Description	<p>In psychophysiology the relation of mind with body is studied via measuring physiological responses under some psychological situation. If persons feel goodwill toward somebody, for instance, their pupils in eyes would be dilated in addition to slowing of their heart rates. This course would introduce participants to basic and applied knowledge in psychophysiology.</p> <p>Weekly classes will be held on Zoom. You can access the information of this class by clicking "Introduction to Psychophysiology" on the WebClass timetable. Class materials and assignments will be posted on WebClass by the day before the class, so the registered students should refer to the class materials for attending the class and then submit their answers to the assignments after the class.</p>
Textbooks	No textbook is used in this lesson whereas the following books might be referenced.
Relevant readings	<p>Andreassi, J. L. (2006). Psychophysiology, 5th ed. Lawrence Erlbaum Associates.</p> <p>Hugdahl, K. (2001). Psychophysiology, revised ed. Harvard University Press.</p> <p>Cacioppo, J. T., Tassinari, L. G., &amp; Berntson, G. G. (2017). Handbook of Psychophysiology, 4th ed. Cambridge University Press.</p>
Assessment	<p>60%: Weekly comment (150 words or beyond × 12 weeks) (Based on learned contents and related resources, participants are asked to write an essay with 150 words or beyond after the class.)</p> <p>40%: Presentation (3 weeks) (Participants are asked to make presentations on preferred topics by using PowerPoint.)</p>
Schedule	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Basic Concepts in Psychophysiology</li> <li>3. Mind and Body</li> <li>4. Bioelectric Measurement</li> <li>5. Presentations on topics chosen from class 1-4</li> <li>6. Electrodermal Activity</li> <li>7. Cardiovascular Activity</li> <li>8. Respiratory Responses</li> <li>9. Eye Responses</li> <li>10. Presentations on topics chosen from class 6-9</li> <li>11. Muscle Activity</li> <li>12. Electroencephalography</li> <li>13. Neuroimaging</li> <li>14. Lie Detection</li> <li>15. Presentations on topics chosen from class 11-14</li> </ol>
Additional self-study	Students are recommended to explore academic resources based on their critical mind.
Keywords	mind, behavior, brain
Notes	Remote learning through on-demand delivery
Message for students	

Course title	<b>Japanese Kawaii: History and Development</b>
Instructor	Joshua Dale
Aim and learning goals	To study and conduct research on the aesthetic of kawaii. Students will research one aspect of kawaii culture and present their results to the class as an oral presentation. A final report is also required, which may be on the same topic or a different one.
Description	<p>Japanese kawaii is now a major cultural export and a key part of Japan’s “soft power.” In this class, we will study the history of this aesthetic going back to the Heian era. We will explore the development of kawaii during the Edo era; its emergence as part of girls’ culture in the early twentieth century; its movement into mainstream Japanese culture since the 1970s; and its migration abroad from the 1990s.</p> <p>The class format will be lecture and discussion.</p> <p>If there are international students participating from their country, weekly classes will be held on Zoom. When all the students arrive in Japan, we might shift to face-to-face classes on campus.</p>
Textbooks	None
Relevant readings	Reading/viewing material will consist of selected short essays and videos. In addition, students should be prepared to do research in the library or online.
Assessment	Short writing assignments and oral presentation: 20% Final report: 80%
Schedule	<ol style="list-style-type: none"> <li>1. The deep history of kawaii, Part 1: excerpt from Sei Shōnagon’s <i>The Pillow Book</i> (c. 1025)</li> <li>2. The deep history of kawaii, Part 2: <i>The Scroll of Frolicking Animals (Chōjū giga, mid-12<sup>th</sup> c.)</i></li> <li>3. The etymology of “kawaii” with comparison to “cute”</li> <li>4. The Edo era: the puppies of Maruyama Ōkyo (1733-1795) and the cats of Utagawa Kuniyoshi (1797-1861).</li> <li>5. Early 20<sup>th</sup> century girls’ culture, Part 1: Takehisa Yumeji (1884-1934)</li> <li>6. Early 20<sup>th</sup> century girls’ culture, Part 2: Junichi Nakahara (1913-1983) and Rune Naito (1932-2007).</li> <li>7. Mid-century kawaii: Corporate logos and mascots</li> <li>8. 1970s: Girls’ handwriting and manga; Hello Kitty</li> <li>9. Oral Presentations, Day 1</li> <li>10. Oral Presentations, Day 2</li> <li>11. Kawaii in boys’/young men’s culture</li> <li>12. Kawaii outside Japan: Part 1.</li> <li>13. Kawaii outside Japan: Part 2.</li> <li>14. Discussion of final report</li> <li>15. Final discussion and concluding lecture</li> </ol>
Additional self-study	
Keywords	international culture, Japanese culture, cuteness, kawaii
Notes	
Message for students	

Course title	<b>Exploring the Cultural Diversity of Japan (I)</b>
Instructor	ARISAWA Shino
Aim and learning goals	Gain multiple perspectives on Japan's <i>matsuri</i> festivals through lectures, fieldwork projects, and discussions with students from various countries.
Description	<p>This course investigates <i>matsuri</i> (祭) – religious festivals across Japan, looking both at large scale ones where millions of tourists gather to watch grand processions as well as small ones performed exclusively for local communities. Looking at various aspects, such as religion, music and dance, gender, community, and tourism, weekly lecture introduces key issues of Japan's <i>matsuri</i>. Students will then discuss what they find unique in Japan's <i>matsuri</i> comparing to religious festivals in other countries. Apart from classroom activities, students will conduct a fieldwork, visiting their chosen <i>matsuri</i> around Tokyo, and will give presentations on their findings. We will also look at modern development of <i>matsuri</i>, discussing their changes and adaption to the contemporary society. Workshop of <i>matsuri</i> dance and music is also planned.</p> <p>Weekly classes will be held on Zoom until all the international students arrive in Japan. Plans for workshops and fieldwork trips are subject to change depending on the situation of COVID-19. Class materials will be distributed via Microsoft Teams.</p>
Textbooks	No specific textbook is required.
Relevant readings	Some useful reading materials will be introduced in class, but students are also expected to search for necessary resources for their projects.
Assessment and grading	Weekly assignments, including preparations for class, presentations, and reports: 100%
Schedule	<p><u>Tentative</u></p> <ol style="list-style-type: none"> <li>1) 18 Apr: Introduction - What is <i>matsuri</i>?</li> <li>2) 25 Apr: <i>Mikoshi</i> - sacred palanquin</li> <li>3) 2 May: <i>Dashi</i> - float</li> <li>4) <b>4 May (Wed, national holiday): Fieldwork - Kurayami Matsuri in Fuchu</b></li> <li>5) 9 May: Reflections and presentations on Kurayami Matsuri</li> <li>6) 16 May: Sacred beasts of <i>matsuri</i></li> <li>7) 23 May: Music and dance of <i>matsuri</i></li> <li>8) 30 May: Preservation and protection of <i>matsuri</i></li> <li>9) 6 Jun: Disaster and its impact on <i>matsuri</i></li> <li>10) 13 Jun: Modernisation of <i>matsuri</i></li> <li>11) <b>20 Jun: Workshop: Music and Dance for matsuri</b></li> <li>12) 27 Jun: Preparations</li> <li>13) 4 July: Presentations</li> <li>14) 11 July: Presentations</li> <li>*18 July: No class (National holiday)</li> <li>15) 25 July: Summary</li> </ol>
Additional self-study	To be instructed in class. This course is conducted in English.
Keywords	<i>Matsuri</i> , festival, religion, music, dance, gender, community, tourism
Notes	
Message for students	You will find out more than what guidebooks tell you about Japan's <i>matsuri</i> .

Course title	<b>Theatre Workshop</b>
Instructor	KAMATA Maiko
Aim and learning goals	The aim of this course is to experience a theatre workshop.
Description	The class is constructed with games, activities and group works based on a theatre theory called "impro"(improvisational theatre). International (ISEP) students and Japanese students will be mixed at the class. Students will be able to experience cross cultural communication including both verbal and non-verbal. We might make a group theatre performance. Theatrical experience is not needed. Active participation will be welcomed.
Textbooks	None.
Relevant readings	Johnstone, Keith "Impro: Improvisation and the Theatre" Routledge, 1979 Johnstone, Keith "Impro for Storytellers" Routledge, 1999
Assessment and grading	Attendance, class participation and final report.
Schedule	A curriculum will be designed according to the students.
Additional self-study	Reflection and reading relevant books.
Keywords	playfulness, spontaneity, imagination, creativity, storytelling, courage, facilitation, communication and collaborative innovation
Notes	
Message for students	

Course title	<b>Japanese Martial Arts - Judo</b>
Instructor	KUBOTA Hiroshi
Aim and learning goals	In this course, students will come to understand some fundamental techniques of Judo.
Description	This lesson is designed for beginners. You will learn Japanese traditional behavior through practicing Judo: how to put on Kimono, walk on Tatami, make Japanese bow, etc. You will also come to understand some fundamental techniques of Judo. Simultaneously, we will consider the educational implication of Judo.
Textbooks	No specific textbook is required.
Relevant readings	
Assessment and grading	The attendance attitude 50% Judo skill test 40% Report 10%
Schedule	<ol style="list-style-type: none"> <li>1) Orientation</li> <li>2) History and characteristics of Judo</li> <li>3) Fundamental skills (Ukemi, Taisabaki, etc.)</li> <li>4) Throwing techniques [Nage waza] (part 1)</li> <li>5) Throwing techniques (part 2)</li> <li>6) Throwing techniques (part 3)</li> <li>7) Groundwork techniques [Katame waza] (part 1)</li> <li>8) Groundwork techniques (part 2)</li> <li>9) Groundwork techniques (part 3)</li> <li>10) Forms for throw (formal exercise, part 1)</li> <li>11) Forms for self-defense (formal exercise, part 2)</li> <li>12) Practical techniques (combinations)</li> <li>13) Practical techniques (counter attack)</li> <li>14) The rules and methods of the match</li> <li>15) Skill tests and evaluation</li> </ol>
Additional self-study	
Keywords	<i>Kano Jigoro</i> , JUDO
Notes	
Message for students	

Course title	<b>Cycling</b>
Instructor	WATANABE Masayuki
Aim and learning goals	Firstly students are familiarized racing cycle, secondary learn the maintenance of cycle. Finally they practice the gearshift technique using toe clip.
Description	<p>Cycle sports are the most popular sports in Japan. In this class students will be able to ride racing cycle, tandem cycle and hand bike. Tandem cycle is for two persons use. The hand bike is pedaled by both hands.</p> <p>A)Racing cycle ; Riding cycle makes you feel a wind.  B)Tandem cycle ; Both riders cooperate in riding..  C)Hand bike ; Using both hands not feet and legs you pedal.</p>
Textbooks	No textbook is required.
Relevant readings	Students easily find any cycle information by internet.
Assessment and grading	Cycle performance test is most important (90%) and the other report (10%).
Schedule	<p>Familiarization process ;</p> <p>A)Racing cycle : round in university campus  B)Tandem cycle : slower race ( The winner is the slowest riding. )  C)Hand bike : dual slalom race</p> <p>Racing cycle ;</p> <p>A)The maintenance of cycle (air, saddle height, brake, oil, gear)  B)Round practice in university campus.  C)Short touring by cycle for  1) Koganei park                    2)Kurogane park  3)Nogawa park                    4)Kodaira folk village  5)Kurabone Saka                    6)Musashikokubunji Area  7)Shrine Nukui jinja  D)Practice gearshift technique using toe clip.</p> <p>Tandem cycle ;  The former rider need communication with the rear, because the rear is wearing eye mask.</p> <p>Hand bike ;  Time check for round one block ( distance 640m ) will be operated.</p>
Additional self-study	If someone want to ride or practice more, please tell me. Extra touring is available.
Keywords	cycle, racing cycle, tandem, hand bike,
Notes	The helmet is available.
Message for students	Please enjoy various cycles.

Course title	<b>Aquatic Sports - Swimming</b>
Instructor	MORIYAMA Shin-Ichiro
Aim and learning goals	This course aims to have students learn how to swim according to the official rules and understand the water safety.
Description	<p>This is a course designed for beginners, however, competitive swimmers are also welcome. The class will be conducted in accordance with the individual swimming skill.</p> <p>This is an intensive course held on Saturday afternoons from mid-June to July. An orientation will be held in April.</p> <p>Learning objectives are following.</p> <ul style="list-style-type: none"> <li>● Be able to demonstrate improved skill performance in swimming strokes (front crawl, backstroke, breaststroke and butterfly stroke) including breathing during swimming.</li> <li>● Be able to swim faster and more beautifully.</li> <li>● Be able to understand water safety.</li> </ul> <p>What you need to prepare: A swimsuit, towels, and goggles for swimming, a T-shirt and writing materials. If you have questions, feel free to contact the instructor by email or visiting his office.</p>
Textbooks	No specific textbook is required.
Relevant readings	To be Introduced in class suitably.
Assessment and grading	Swimming skill test (30%) and a fraction of in-class contribution attitude (including class attendance) in class (70%)
Schedule	<p>Tentative (To be confirmed in the first class)</p> <ol style="list-style-type: none"> <li>1. <b>The introductory guidance will be given for individual student by email. Please email the instructor by April 22<sup>nd</sup> if you are interested to participate in this course.</b> <b>Email: moriyama@u-gakugei.ac.jp.</b></li> <li>2. <b>Lecture for swimming at the lecture room S301</b> and review students' swimming stroke skills in the swimming pool.</li> <li>3. Practice floating in the prone position from the wall and freestyle leg kick.</li> <li>4. Practice freestyle leg kick and arm stroke.</li> <li>5. Practice floating in the spine position form the wall and backstroke leg kick.</li> <li>6. Practice backstroke leg kick and arm stroke.</li> <li>7. Practice breaststroke leg kick and arm stroke</li> <li>8. Practice butterfly leg kick and arm stroke</li> <li>9. Combine all strokes and turn.</li> <li>10. Review students' swimming stroke skills.</li> <li>11. Practice swimming with fully-clothed (1)</li> <li>12. Practice swimming with fully-clothed (2)</li> <li>13. Practice aquatic sports (1)</li> <li>14. Practice aquatic sports (2)</li> <li>15. Performance exam</li> </ol> <p>※It is planned to collaborate with sports fitness class in Japanese collegiate students sometimes. Contact: moriyama@u-gakugei.ac.jp</p>
Additional self-study	Watching web sites for swimming technique.
Keywords	Swimming, fully-clothed
Notes	In case you have some health problem, you need to submit a medical certificate that describes your health condition as well as doctor's permission for swimming. The schedule may change depending on the weather.
Message for students	Let's enjoy swimming! Remove accessories and wrist watches for your safety and other's safety.