

# Guidelines for Preparing a Course Syllabus for Academic Year 2020

<How to make a course appealing  
in a way that's easily understood>



Kwansei Gakuin University



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# Introduction (please be sure to read)

## 1. About these guidelines





These guidelines are prepared for all faculty members (including part-time lecturers) who teach classes at Kwansei Gakuin University. Course Instructors are required to check the content of these guidelines before preparing a syllabus.

From the academic year 2019, the English language fields "Course Purpose" and "Learning Goals" are newly included in each syllabus and you are asked to fill in the fields. You can refer to the entry examples in English given in these guidelines.

While entry examples for other items are also given, you do not necessarily have to follow them exactly. Use them for reference.

## 2. The structure of these guidelines and how to read them

These guidelines are composed of an "Explanatory Section," which describes the details of each syllabus item, and an "Entry Section," which shows procedures for filling out a syllabus, by running through the actual screens in the syllabus entry system. The Explanatory Section is from p.6 to p.28 and the Entry Section is from p.30 onwards.

Before filling out a syllabus form, read  Entry method and  Entry examples, detailed on the upper part of each page of the Explanatory Section. Below the dotted line, there is  Reference information (more detailed explanation). Some items have no reference information. If you want to study further, refer to  Reference books.

Read this section before  
preparing your syllabus

### Entry method . .

From syllabi for the academic year 2019, we recommend that you fill in the "Course Purpose" field (p.7) concisely. To this end, in the "Course Outline" field you can freely write in items that are not included in the field, such as the academic background of the course content, the reasons for choosing the course content, and the meaning of learning the course content (significance of taking the course) for students. The entry must be within 1,300 two-byte characters or 4,000 one-byte characters.

### Entry examples ☺ . .

In this class, students mainly learn educational methods using information and communication technology (ICT). ICT devices are wide-ranging, including tablet PCs and electronic blackboards, and the introduction of such devices into all types of academic institutions ranging from elementary schools to high schools is currently promoted. . .

For those who aim to be teachers, it is essential to have knowledge of ICT and skills to make effective use of ICT devices. Whether or not ICT knowledge and skills reach a sufficient level is to be determined through written tests and practical skill tests in employment examinations for teachers. Teachers are also required to actively use such knowledge and skills in everyday lessons. This course aims to help students think about the selection of ICT devices in accordance with the purpose of the class and learn basic ICT knowledge and skills through actual use of the devices. . .

Acquire basic knowledge and ICT skills in this course so that you can deliver excellent lessons right from your first year as a teacher. . .

### Reference information (more detailed explanation) . .

While "Course Outline" is a new item for syllabi from the academic year 2019, the content to be entered in the field is not new. In fact, the reason (background) for choosing the course content and the significance of learning the content of the course have been entered in conventional syllabi as part of the "Course Purpose" or "Learning Goals". Although such items were important to enable students to deepen their understanding of the course contents, it must have taken students more time to determine whether a course satisfied their needs or not, because the items were written in different places in the syllabus depending on the faculty members in charge. . .

Therefore, we have designed syllabi for the academic year 2019 onwards intended to simplify the entries for "Course Purpose" and "Learning Goals" as much as possible, to allow students to determine more easily whether or not a course satisfies their needs, based on its syllabus. While an entry in "Course Outline" is optional, you can enter here items that space does not allow for in "Course Purpose" and "Learning Goals", to ensure that students can deepen their understanding of the course content as before. . .



# **I . Explanatory Section**

## Course Purpose [required item]



### Entry method

Enter Course purpose(s) in this field in a way that's easily understood, for example in one sentence, with reference to the examples below. When you write a sentence like "The purpose of this course is for A to ...," the subject (A) should be "students", followed by a clear verb. The subject can be omitted when students are the obvious subject.

Enter both in Japanese and in English in each field of Course Purpose. (Please refer to page34)



### 専門等の講義科目記入例 Entry Examples of Lecture Courses

Ex. 1) 本講義の目的は、現代都市が抱える問題や政策課題を理解し、それに対し様々な学問的立場からアプローチすることを通して都市政策に関する分析、考察、提案する能力を高めることである。

The purpose of this course is for students to understand the problems and policy issues of modern cities, and to be able to analyze, consider, and make proposals for urban policies from various academic perspectives.

Ex. 2) 本講義の目的は、学生が主体的に、中世キリスト教世界の崩壊と宗教改革から、近・現代に至るまでのキリスト教史を学ぶことである。

The purpose of this course is for students to actively learn the history of Christianity from the collapse of the Medieval Christianity world, through the Reformation, and to the present day.

Ex. 3) 本授業では、受講生が経済情報処理入門レベルのアプリケーションや統計学を経済学で利用できるようになることを目的とする。

The purpose of this course is for students to obtain and be able to apply the knowledge and analytical skills needed for the Introduction to Economic Information course and their own economic analyses.

Ex. 4) 講義では生命科学の基礎的な内容を扱うことで、生物の分類、細胞の基本的な仕組み、現代生物学のハイライトである DNA からタンパク質の流れについての理解を深める。

The purpose of this course is for students to deepen their understanding of the basics of life science, such as classification of species, the basic cell structure and the functioning of organelles, and the transformation of DNA to proteins that is a major finding of modern biology.

Ex. 5) この授業の目的は、受講生が学術的な文章を書くスキルを修得することです。

The purpose of this course is for students to obtain the skills necessary for writing academic papers.





言語教育科目記入例 Entry Examples of Language Courses

Ex. 1) 本授業の目的は、上級レベルのテキストを精読することによって、受講者が英文読解能力を向上させることである。また、英語圏で書かれた文学作品の文化的・社会的背景を理解することを目指す。

The purpose of this course is for students to enhance their reading ability and to enrich their understanding of relevant cultural and social backgrounds through the close reading of advanced literary works written in English.

Ex. 2) 本授業では、時事に関する英文の精読を行うことにより文構造がつかめるようになることを目的とする。

The purpose of this course is for students to improve their understanding the structure of English through the reading English articles on current affairs and contemporary issues.

Ex.3) 本講義では学生がフランス語でコミュニケーションを取るための基本的な日常会話の語彙・文法を修得することと、話す（発音）技術の向上を目的としている。

The purpose of this course is for students to enrich their vocabulary, and grammar, and to improve their speaking and pronunciation skills, so that they can better communicate with others in French.

Ex.4) 本授業では、受講生が英語の基礎力（TOEIC500点程度）を身に付けることを目的としている。

The purpose of this course is for students to obtain the basic English language skills equivalent to a TOEIC 500 score.

Ex.5) 本講義では英語の文法現象を主な題材にして、生成文法における統語理論（文構造の理論）の基礎的理解を確認しつつ、実際の研究論文を読むことによってこの分野における分析の方法を学ぶ。

The purpose of this course is for students to understand the basics of syntactic theory (theory on sentence structures) of generative grammar and to learn analytical methods of this field through reading research papers.



実習科目・実験科目記入例 Entry Examples of Practical Training and Laboratory Courses

<実習科目> Practical Training Courses

Ex. 1) この実習の目的は、計量的社会調査を企画・実施し、得られたデータを分析して成果を発表するまでの一連の作業を実習形式で体験することにある。

The purpose of this practical training course is for students to undertake sociometric research by planning and conducting surveys, analyzing data, and presenting their findings.

Ex. 2) ソーシャルワーク実践教育の第一段階として、現場での実践教育のために必要な、基本的な知識、態度、価値について体験を通して学び、ソーシャルワーク実習、福祉社会フィールドワーク等に向けた心構えを持つことを目的とする。

The purpose of this introductory practical training for social work course is for students to obtain the basic knowledge, skills, and values to prepare them for advanced practical training and field work courses.

Ex. 3) 卒業研究に入る前に研究活動に必須となるプログラム（レイトレーシング技法）の作成を体験的に学習することである。

The purpose of this practical training course is for students to obtain the skills programming, such as ray tracing, which are needed for their undergraduate thesis research.

Ex. 4) すべての実習科目の基礎として、教育・保育現場（フィールド）の実践から学ぶ観点や基本的態度を、講義と実地体験（参観実習）を通して身につけることを目的とする。

The purpose of this course, as the basis for all practical training courses, is for students to become familiar with the viewpoints and fundamental attitudes of those associated with kindergartens and elementary schools through lectures and actual school visits.

#### <実験科目> Laboratory Courses

Ex. 5) この授業の目的は、建築環境にまつわる実験を通して、身体感覚と物理環境の関係について理解し、それを空間提案に反映するための力を醸成することである。

The purpose of this laboratory course is for students to conduct experiments related to architectural environment in order to understand the relationship between somatic sensation and physical environment and be able to make proposals for spatial designs.

Ex. 6) 本授業では遺伝子の構造と機能を解析する方法、および細胞分裂に伴いみられる現象を解析する技術の修得を目的とする。

The purpose of this laboratory course is to acquire the methodologies to analyze the structure and function of genes, as well as methodologies to analyze phenomena accompanying to cell division.

Ex. 7) 有機化学の実験を行うための基礎知識と基本操作について学ぶことが目的である。

The purpose of this laboratory course is for students to master the basic knowledge and techniques for advanced level organic chemistry experiments.

Ex. 8) 基礎物理学実験 I よりも準備と実験に時間をかけて、丁寧に解析を行うことにより、物理現象と物理法則の関係をより深く理解していくことを目的とする。

The purpose of this laboratory course is for students to go beyond the Basic Physics Experiments I Course by spending more time on preparation, experiments, and careful analysis to clearly understand the relationship between physical phenomena and theories.



Ex. 1) 本演習の目的は、計量社会学で用いられる分析手法について、その利用の現状と問題点を把握し、データと分析目的に適合的な分析手順を確立することにある。

The purpose of this seminar course is for students to understand the current status and limitations of analytical methods used in quantitative sociology, and to apply appropriate methods for given data and/or research purposes.

Ex. 2) 本演習の目的は、参加者各自が自分の問題意識にもとづいて課題を選び、キリスト教神学、特に歴史神学における発展的な知識を得る方法を用いて分析・考察を行い、研究することである。

The purpose of this seminar course is for students to conduct original research into a topic of their choosing by choosing research related to Christian Theology, and in particular Historical Theology.

Ex. 3) 生命反応を担う酵素などのタンパク質分子の構造学的な研究を行う事により、研究に対する姿勢、研究に必要な学力、能力を身につけることを目的とする。

The purpose of this seminar course is for students to obtain the knowledge, skills, and ability to conduct their own research by performing structural studies of protein molecules critical for chemical reactions in organisms such as enzymes.

Ex. 4) 人文演習 II は人文演習 I で学んだことを発展させるとともに、専修に即した基本的なリテラシーを身につけることを目的とする。

The purpose of the Humanities Seminar I is for students to develop their skills obtained in the Humanities Seminar I and master the basic literacy useful for their specialization of course-work.

Ex. 5) 本演習では、トヨタ自動車の会計情報ほか、多様な企業情報に触れ、企業の実情を把握するための基本的視点を養うことを目的とします。

The purpose of this seminar course is for students to cultivate basic viewpoints needed to understand the actual position of companies by analyzing various corporate information such as accounting information of Toyota Motor Co.=



### Reference information (more detailed explanation)

- ① Enter Course purpose based on its position in the curriculum.
- ② Students will be able to understand Course purpose more clearly if it is explained in one sentence. The simpler the "Course Purpose" field is, the more easily students will be able to understand the content. In conventional syllabi, entries in this field included the background, etc. of the purpose of setting the course. Such information can now be entered in the newly created "Course Outline" field (see p.19), so you are advised to consider the entry you will make in this field.
- ③ If there is more than one purpose and the sentence would be long, presentation of each purpose in a separate sentence will make it easier to understand. You can set two or three different purposes.
- ④ While the subject should always be "students," the verb varies depending on the class style, such as lecture or seminar, and the content. Please refer to the following examples.

知る (Know)   認識する (Recognize)   理解する (Understand)   感ずる (Experience)  
判断する (Decide)   価値を認める (Accept)   評価する (Evaluate)   示す (Indicate)  
考察する (Examine)   使用する (Utilize)   実施する (Practice)   適用する (Apply)  
創造する (Create)   身に付ける (Gain)   議論する (Discuss)   表現する (Express)

- ⑤ The education policy of the Ministry of Education, Culture, Sports, Science and Technology of Japan requires a shift in education perspective from "what is taught by teachers" to "what is learned by learners and what the learners can achieve by learning it." Accordingly, "students" should be the subject these days when education is discussed.

It is considered necessary when designing classes to pay attention to "what learners actually learn" instead of assuming that "teaching" automatically equates to "learning."



### Reference books

Sato, H. (2010). *Daigaku kyoin no tame no jugyo hoho to dezain*, Tamagawa University Press.

Ministry of Education, Culture, Sports, Science and Technology. (2012). *Aratana mirai wo kizuku tame no daigaku kyoiku no shitsuteki tenkan ni mukete*, Report of the Central Education Council.

Muto, T. (2017). *Atarashii kyoiku katei ni okeru akutibu na manabi to kyoshiryoku gakkoryoku*, Toshobunka.



## Learning Goals [required item]



### Entry method

Enter the items that students should have learned at the end of the semester in a way that's easily understood, by, for example, itemizing them. While it is not necessary to set only one goal, it will be easy to understand the goals when there are five or fewer. As the goals are the points reached as a result of the learning activities for the semester, explain them with a sentence starting, for example: "students will be able to ...," Please enter both in Japanese and in English in each field of Learning Goals. (Please refer to page34.)



### 専門等の講義科目記入例 Entry Examples of Lecture Courses

Ex. 1) 下記項目について修得することを到達時の目標とする。

- a) 情報を処理する際に必要となる倫理
- b) 経済学に必要なワープロと表計算ソフトの使い方
- c) 統計処理ソフト(R)を用いた経済分析に必要な統計分析方法
- d) Maple を用いた数式処理の基礎

Students will acquire an understanding of

- a) the ethics related to information processing,
- b) how to use word processing and spreadsheet programs for economics,
- c) how to use the statistical analysis software (R) for economic analysis, and
- d) how to use Maple for basic mathematical analysis.

Ex. 2) 以下の3点を授業の目標として設定しています。

- ・ 学術的な文章の構造に基づき文章を書くことができる
- ・ 学術的な文章を書くためのツールとして、トゥールミンモデルを使うことができる
- ・ 200字～2000字程度の学術的な文章を書くことができる

Students will be able to

- ・ write sentences based on academic sentence structure,
- ・ use the Toulmin Model for writing academic sentences, and
- ・ write academic essays 200 through 2000 letters in length.

Ex. 3) 本講義を履修することにより、生命科学の分子レベルの理解に必須な DNA、RNA、タンパク質に関する基礎的知識を習得すること、今後、化学の諸科目を履修する上で、生命科学に関する内容、用語を会得することを目標とする。

Students will obtain basic knowledge of DNAs, RNAs, and proteins, which are critical for molecular level understanding of life sciences. Students also will become literate in the basic content of life sciences for further course-work in chemistry.

Ex. 4) 参加学生各自が、人物、書物、土地、政治との関係、文化・学問との関係など、総合的な視点

に基づき、キリスト教史の基本的知識を身につけることを目標とする。

Each student will be able to develop their basic knowledge and understanding of the History of Christianity based on a range of viewpoints from individuals, literary works, location, politics, cultures, and scholarship.

Ex. 5) 都市、特に現代都市の都市問題や政策課題を理解すること、都市政策に関して様々な学問的な立場からのアプローチがあることを知ること、都市生活・都市政策をめぐる諸課題に関して自立的、主体的に分析、考察、提言することができるようになるための手がかりを得ることが到達目標である。

Students will understand urban problems and policy issues, and the range of approaches to these issues from various academic standpoints, as well as obtain ability needed to actively and consciously analyze, consider, and make urban policy proposals.



#### 言語教育科目記入例 Entry Examples of Language Courses

Ex. 1) 本授業では受講生がワシントンポストと USA TODAY の記事計 28 本の精読を通して主要文法である項目分詞、助動詞、話法、比較、接続詞、特殊構文に関して理解することを到達目標とする。

Students will be able to understand basic grammar items such as item participles, auxiliary verbs, discourse, comparison, conjunctions, and special sentence structure by reading 28 articles from the Washington Post and USA TODAY.

Ex. 2) フランス語の基本アルファベットを読み書きできることおよび音節とイントネーション（全体疑問文、倒置疑問文、Est-ce que、Qu'est-ce que 型、感嘆文）の修得を目標とする。

Students will be able to read and write the French alphabet and master syllable and intonation (i.e. interrogatory sentences without interrogatives, inverted interrogatory sentences, Est-ce que type, Qu'est-ce que type, exclamatory sentences).

Ex. 3) この分野の文献を批判的に読めるようになることを目指す。

Students will be able to critically read papers from this research field.

Ex. 4) 英文を読んで、登場人物や描かれた情景を「視覚化」できるようになる。また、Kazuo Ishiguro の小説を精読し、その文化的・社会的背景などについて学び、考え、自分の言葉で表現できるようになる。

Students will be able to visualize characters and scenes while reading English texts. Students will also be able to, through careful reading, study, consider, and express their opinions on the cultural and social background of Kazuo Ishiguro's novels.



#### 実習科目・実験科目記入例 Entry Examples of Practical Training and Laboratory Courses

<実習科目> Practical Training Courses

Ex. 1) 以下を目標とする。

- a) 受け身ではなく、自らの主体性を発揮し学ぶ態度を身につける
- b) 広い意味での社会福祉の現場について基本的な知識を身につける
- c) 自分の周囲や社会で起こっていることに対して広い視野で観察することができるようになる
- d) 今後、フィールドワーク実習にいく学生が学ぶ科目であり（学外、社会における）社会性や協調性を習得する

Students will acquire

- a) preparation for active rather than passive learning,
- b) basic knowledge of the broad meaning of the reality of social welfare,
- c) the ability to observe and consider from broad viewpoints what is happening in their immediate surroundings as well as society more generally, and
- d) the sociability and cooperativeness needed for Field Work practical training courses as well as society outside of the university.

Ex. 2) 研究に用いるプログラミング言語(matlab)が使えるようになる。幾何光学理論に基づくリンクレベルシミュレーションプログラムの基礎を理解し、研究に必要な基礎的なプログラム作成ができる。

Students will learn how to use a programming language (i. e. matlab) for their research, as well as basic programs of link-level simulation based on geometrical optics theory. Students also will be able to make the basic programs needed for their own research.

Ex. 3) 計量社会学的技法（選択式の調査票調査以外の方法も含む：新聞やブログ、自由記述などのテキストデータ）を修得することが到達目標である。

Students will be able to master sociometric analysis techniques of various types of data, including non-multiple choice surveys or text data (i.e. newspapers, blogs, or free descriptions).

Ex. 4) 次を到達目標とする。

- 乳幼児の姿、保育活動、保育環境を観る視点を持つ
- 実習記録の意義と方法の基本を学び、客観的に記録できる
- 幼稚園・保育所・認定こども園における実習の共通点、相違点を知る
- 実習に臨むための基本的態度を身につけ、教員・保育士・保育教諭を目指す者としての自覚と責任感を養う
- 参観実習の体験と講義内容の関連について分析し、保育の学びにおいて理論と実践を往還することの意義や方法を理解する

Students will be able to

- develop their own views related to the conditions of infant and nursing care,
- understand the significance of and methods for recording their practical training, and actually



record it objectively,

- understand similarities and differences among kindergartens, nursery schools, and certified centers for early childhood education and care,
- foster an awareness of and a sense of responsibility towards practical training while seeking careers in teaching and/or childcare (i.e. school teachers, childminders, and nursery teachers), and
- analyze the relationship between their experience visiting schools and the content of lectures, and understand the significance of and methods for relating theory and practice in the field of nursery education.

<実験科目> Laboratory Courses

Ex. 5) 本授業では、次の点を到達目標とする。

- a. 建築形態と屋外環境の関係から建築環境の状況を予測し、それを正しく示すことができる
- b. 建築環境に関係する自然の諸要素のメカニズムについて理解し、それを空間に反映するための設計手法を提案できる
- c. 建築環境を可視化し、体感してもらえるような簡単な演示が実施できる

Students will be able to

- a. predict and properly express the architectural environment based on the relationship between the architectural form and the outdoor environment,
- b. understand the elements of nature which are related to the architectural environment, and make their own design proposals reflecting their understanding of spatial environment, and
- c. visualize an architectural environment, and make simple proposals which communicate the vision experienced.

Ex. 6) 物共生器官の形成と共生変異体の解析。数理生物学による様々な生命現象のモデル化。分裂酵母(*S. pombe*)の基礎実験について理解する。これらを到達目標とする。

Students will learn to analyze the formation of plant symbiotic organs and symbiotic mutants. Students also will learn how to model biological phenomena based on mathematical biology. The course will also provide to students basic experimental techniques using fission yeasts.

Ex. 7) 有機物の分離と精製（蒸留・抽出・再結晶・クロマトグラフィー）、機器分析（NMR、IR、MSなど各種スペクトロスコピー）の解説と演習を通じて有機化学実験を行うための基礎的な知識を身につけることが到達目標である。

Students will be able to master basic knowledge and skills for the separation and purification (distillation, extraction, recrystallization, and chromatography) of organic materials, and instrumental analysis (various spectroscopy such as NMR, IR, or MS) for conducting advanced organic chemistry experiments.

Ex. 8) 種々の物理実験を正しく実施でき、物理学に対する理解を深めるとともに、精密な測定の手法

や正しいデータ解析の方法・レポートの書き方等の基礎についてそれらを身に付けることが到達目標である。

Students will be able to master basic knowledge and skills for correctly conducting various physics experiments, properly measuring and analyzing the experimental results, and writing reports to enrich their understanding of physics.

★ 演習科目記入例 Entry Examples of Seminars

Ex. 1) 研究に対する姿勢、研究に必要な学力、能力を身につけることを到達目標とする。特に、問題への取り組み方、問題解決能力の獲得を通して研究者としての基礎を確立することを重視する。

Students will acquire the knowledge, and ability to become successful researchers or scholars, and in particular to learn to develop and address research questions.

Ex. 2) 到達目標は受講生が各自の研究関心に基づいて問題設定を行い、データを収集し、適切な分析手法を用いて説明ができるようになることである。

Students will learn to develop research questions based on their academic interests, gather and analyze data using proper methodology, and present their findings.

Ex. 3) キリスト教神学に関する発展的知識、技能を修得することを通して参加者各自が研究結果を学術論文（1万字程度）にまとめることが目標である。

Students will acquire advanced knowledge and skills related to Christian Theology for writing their research papers (10,000 characters).

Ex. 4) 人文演習 II は人文演習 I で学んだことを発展させ、基本的なリテラシーを一層深く身につけると共に(1)図書館等で書籍や雑誌論文などの必要な学術情報を得る、(2)資料を作成しレジュメを用いて口頭発表する、(3)テーマに沿って議論する、などのことができるようになる。

Students will further develop the knowledge obtained in the Humanities Seminar I, and enrich their basic literacy in (1) obtaining academic information from books and journals from the library, (2) making oral presentations while preparing hand-outs, and (3) discussing a given theme.

Ex. 5) 本演習では、企業が作成・公開する財務諸表（決算書）に関する基本的な事項を春学期に学び、秋学期には各自で企業情報の調査と企業状況のプレゼンテーションを行い、上級年次において商学部の諸科目を履修するための基本的な思考力を養成することを目標とします。

Students will be able to understand basics of financial reports (financial statements) in the spring semester. In the fall semester, students will survey company information and present corporate positions. After that, they will acquire basic thinking skills to equip them to take courses of the school of business administration in the advanced year.



### Reference information (more detailed explanation)

- ① Learning goals are positioned under Course purpose. Therefore, describe the goals as specific segments of Course purpose. The description becomes easier to understand if written in a format such as "will be able to." Figure 1 shows that Course purpose is composed of learning goals.

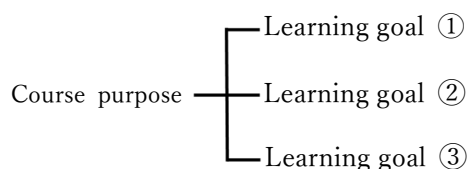


Figure 1. Relationship between Course purpose and learning goals

- ② You may feel confused about what to write when you try to segment course contents and explain the learning goals to students who have no idea about the content. If so, you should first organize what you want to say from the perspective of the "three factors of academic abilities". The Ministry of Education, Culture, Sports, Science and Technology (2017) defines academic abilities as being composed of the following three factors.

Factor I: Secure acquisition of knowledge and skills

Factor II: Ability to think and judge, and expressive skills (based on Factor I)

Factor III: Attitude to studying independently in cooperation with diverse people

The knowledge and skills in Factor I refer to the knowledge to be memorized and the skills to be acquired by students. Basic knowledge and skills are essential for students to proceed with their study. Mention what level of knowledge and skills must be acquired after the completion of the learning activities for a semester.

Factor II indicates the abilities to express students' own ideas, think in a critical and logical manner, and make judgments based on their own ideas. While learning activities for Factor I are based on communication of knowledge, as well as memorization and repetition, those for Factor II are totally different as students visualize their thoughts, provide explanations to others, understand events from various perspectives, and select one out of multiple options for Factor II learning activities.

Factor III means an attitude enabling students to learn through cooperation with others. Encouragement of students to exchange opinions with others and develop active attitudes towards cooperative work in class will fall under Factor III.



### Reference books

Kyoiku Katei Kenkyukai. (2016). *"Active learning" wo kangaeru*, Toyokan Publishing Co., Ltd.

Mizokami, S. (2014). *Active learning to kyoju gakushu paradaimu no tenkan*, Toshindo.

Ministry of Education, Culture, Sports, Science and Technology. (2017). *Kodai setsuzoku kaikaku no doko ni tsuite*, High-school/University Connection Reform Project Team, Ministry of Education, Culture, Sports, Science and Technology.

## Course Outline (optional)



### Entry method

From syllabi for the academic year 2019, we recommend that you fill in the "Course Purpose" field (p.7) concisely. To this end, in the "Course Outline" field you can freely write in items that are not included in the field, such as the academic background of the course content, the reasons for choosing the course content, and the meaning of learning the course content (significance of taking the course) for students. The entry must be within 1,300 two-byte characters or 4,000 one-byte characters.



### Entry examples ①

In this class, students mainly learn educational methods using information and communication technology (ICT). ICT devices are wide-ranging, including tablet PCs and electronic blackboards, and the introduction of such devices into all types of academic institutions ranging from elementary schools to high schools is currently promoted.

For those who aim to be teachers, it is essential to have knowledge of ICT and skills to make effective use of ICT devices. Whether or not ICT knowledge and skills reach a sufficient level is to be determined through written tests and practical skill tests in employment examinations for teachers. Teachers are also required to actively use such knowledge and skills in everyday lessons. This course aims to help students think about the selection of ICT devices in accordance with the purpose of the class and learn basic ICT knowledge and skills through actual use of the devices.

Acquire basic knowledge and ICT skills in this course so that you can deliver excellent lessons right from your first year as a teacher.



### Entry examples ②

In recent years, in line with the informatization of society, the active use of information and communication technology (ICT) has been recommended for school education as well by the Ministry of Education, Culture, Sports, Science and Technology of Japan. While teachers have mainly used chalks and blackboards, various electronic tools such as computers, projectors, and electronic blackboards are used now. Such electronic tools are called ICT tools.

How will ICT tools change the ways teachers teach and the ways students study? What ICT tools should be introduced permanently in schools? It will be necessary to think about the use of ICT tools for school education in the future.

This course aims for students to obtain basic knowledge of ICT tools, which is essential for persons who will be engaged in school education (mainly as teachers) in the future, as well as the skills to select appropriate ICT tools for different purposes. Through this course, students will acquire the ICT literacy necessary for teachers in this information-oriented society.



#### Reference information (more detailed explanation)

While "Course Outline" is a new item for syllabi from the academic year 2019, the content to be entered in the field is not new. In fact, the reason (background) for choosing the course content and the significance of learning the content of the course have been entered in conventional syllabi as part of the "Course Purpose" or "Learning Goals". Although such items were important to enable students to deepen their understanding of the course contents, it must have taken students more time to determine whether a course satisfied their needs or not, because the items were written in different places in the syllabus depending on the faculty members in charge.

Therefore, we have designed syllabi for the academic year 2019 onwards intended to simplify the entries for "Course Purpose" and "Learning Goals" as much as possible, to allow students to determine more easily whether or not a course satisfies their needs, based on its syllabus. While an entry in "Course Outline" is optional, you can enter here items that space does not allow for in "Course Purpose" and "Learning Goals", to ensure that students can deepen their understanding of the course content as before.

## Grading [required item]



### Entry method

(1) Specify what items (methods) will be used for grading. Select from: "Final examination," "Term paper to replace the final examination," "In-class examination," "Individual reports," and "Others."

(2) Enter the percentage assigned to each item, ensuring they total 100%.

[Note 1] If you have selected "Other" as a type, it is essential to fill in "Grading Criteria, etc." Do not make an indefinite statement in this entry such as the following:

- Details will be given during class
- Same as in spring semester
- To be decided

[Note 2] If you have selected "Other" as a method, do not make any statement indicating that a score is given for course attendance in "Grading Criteria, etc." Scores must be given for the academic activities conducted in class (methods might include using quizzes to obtain answers in class, and lesson review reports).



Entry examples \* See p.36 for details.

項番 No.	削除 Delete	種別 Type	割合 Percentage	評価基準等 Grading Criteria etc.
1	<input type="checkbox"/>	01 定期試験	50 %	
2	<input type="checkbox"/>	04 平常レポート	30 %	
3	<input type="checkbox"/>	99 その他	20 %	グループワークへの参加態度、積極性

種別で「その他(Others)」を  
If you choose その他(other)

未選択  
01 定期試験  
02 定期レポート  
03 授業中試験  
04 平常レポート  
99 その他

基準等」の入力が必須となります。  
min Grading Criteria etc is required.

成績評価者

行追加

## Method of Criteria for Evaluation Note (optional), Confirmation of Evaluation/Criteria



Entry method for Procedure or Criteria for Evaluation Note

Enter any important comments other than the entry in the "Grading" field.



Entry examples

Ex. 1) In principle, no material must be brought into final exams. However, any calculator specified by the course instructor may be brought in.

Ex. 2) Manage your ID and password, checking them frequently, to ensure that you can use them during class because in principle, in-class exam must be submitted on LUNA.



Entry method for Confirmation of Evaluation Criteria Method

You do not have to fill in this field when preparing a syllabus because it will be filled in at the time surveying on the evaluation method/criteria. Details will be communicated later.



Reference books

Suskie, L. (2015). *Gakusei no manabi wo hakaru asesumento gaidobukku*, Tamagawa University Press.

Handa, T. (2011). *Seiseki hyoka no genseika to GPA katsuyo no shinka - zettaiteki sotai hyoka / kyoinkan chosei / Functional GPA*, Koto Kyoiku Joho Center, the Institute of Regional Studies.

## Class Outline[required item], Study Required Outside Class [required item]



### Entry method for Class Outline

Enter the content of each session separately in principle. You are encouraged to enter the content in a way which will clarify the differences between the sessions by, for example, itemizing the contents. However, if you cannot enter the content of each session separately due to the class style, etc., enter the content of all sessions collectively in the summary field below the fields for the sessions. If information such as the course format on the day is given in addition to the contents (e.g. the session is based on a lecture; the session is based on a seminar), students will be able to understand the course better. For course formats, see p.26. You are encouraged to enter any specific information that has been already decided, such as themes and deadlines for reports, in the class outline.



### Entry method for Study Required Outside Class

Enter the content of assignments for preparation and review outside of class in a way that's easily understood, such as itemization. In doing so, try to help students understand which sessions require preparation and review (for example, the preparation required for the next session should be clearly discriminated from the preparation for the session which follows it). However, if you cannot enter assignments for each lesson separately due to the class style, etc., enter the assignments for all sessions collectively in the summary field below the class outline.



### Entry examples for Class Outline and Study Required Outside Class ①

(an example of an entry for each session)

Session	Class Outline	Study Required Outside Class
6	<p>[Lecture] Theme: Pathos that leads to naturalism</p> <p>[Discussion] Group discussion: Criticism of naturalism</p>	<p>[Assignment for review] Submission of a review report: How did you view the two types of pathos?</p> <p>[Assignment for preparation] Read textbook from p.5 to p.10</p>
7	<p>[Review of the last lesson] Activity: Presentation of the review report</p> <p>[Lecture] Theme: Human as an intrinsic psychological integrity</p>	<p>[Assignment for review] Submission of a review report: About mental and physical dependence</p> <p>[Assignment for preparation] Read textbook from p.24 to p.28</p>



★ Entry examples for Class Outline and Study Required Outside Class ②

(an example of an entry for each session)

Session	Class Outline	Study Required Outside Class
3	[Lecture] Theme: 3 factors of academic abilities and deep, independent, and interactive learning	[Assignment for preparation] Read the material distributed in Session 2 (No. 5) before Session 3. [Assignment for review] Work through the check sheet distributed at the end of Session 2 and self-check the answers

★ Entry examples for Class Outline and Study Required Outside Class ③

(an example of an entry for Class Outline and an entry for Study Required Outside Class for an intensive course in the summary fields)

<p>Class Outline</p> <p>* Use this field only when you cannot fill in a Class Outline for each session separately.</p>	<p>Sessions 1 and 2</p> <ul style="list-style-type: none"> <li>• Presentation of problem</li> <li>• Explanation of the current position of Fukushima Prefecture by the staff of Fukushima Prefectural Government</li> <li>• Discussion of the themes to be tackled</li> </ul> <p>Sessions 3 and 4</p> <ul style="list-style-type: none"> <li>• Discussion of the themes to be tackled</li> <li>• Practical training on the survey method</li> <li>• How to establish research questions</li> <li>• How to review earlier studies</li> <li>• How to collect data</li> </ul> <p>Sessions 5 to 8</p> <ul style="list-style-type: none"> <li>• Fieldwork in Fukushima Prefecture</li> <li>• Explanation of energy problems by experts (faculty members of Kwansei Gakuin University and visiting lecturers)</li> <li>• Discussion of energy problems with experts</li> </ul> <p>Sessions 9 and 10, Sessions 11 and 12</p> <ul style="list-style-type: none"> <li>• Explanation of energy problems by experts (faculty members of Kwansei Gakuin University and visiting lecturers)</li> <li>• Discussion of energy problems with experts</li> </ul> <p>Sessions 13 and 14</p> <ul style="list-style-type: none"> <li>○ Presentation and discussion</li> <li>○ Reflection</li> </ul>
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<p>Study Required Outside Class</p> <p>* Use this field only when you cannot fill in Study Required Outside Class for each session separately.</p>	<ul style="list-style-type: none"> <li>• Groups assemble separately to tackle the group assignment for each session.</li> <li>• Preparation for the submission of individual assignment reports.</li> <li>• Preparation for the group presentation.</li> </ul>
--	--



Reference information (more detailed explanation)

- ① Try to describe the class outline in a way which will help students understand the differences between the sessions. For example, when the subjects of the first and second sessions are "Learning basic theory (1)" and "Learning basic theory (2)," it is unlikely that students will be able to grasp specific differences between the two sessions. Find ways, such as additional details on specific themes, to prevent any such confusion.
- ② Rules on class hours per credit in the Standards for Establishment of Universities specify that one credit for lectures and seminars shall consist of 15 to 30 hours of classes; and one credit for practical training, experiments, and skills practice shall consist of 30 to 45 hours of classes. Additional self-study hours per credit are set at two hours in total, consisting of preparation (one hour) and review (one hour). Accordingly, when you plan a course to grant two credits, you have to assume that students will engage in self-study for four hours, as a total of preparation and review time, per week. Give instructions on preparation and review so that students spend this amount of time on them. If you specify the estimated time required for preparation and review, the syllabus will be more considerate toward students, because they will be able to make their study plans more easily.
- ③ Actual progress of the class is often different from the class outline prepared before the start of the semester. It is difficult to avoid discrepancies between the class outline and the actual sessions because the latter are affected by the preliminary knowledge and understanding of students, their attendance, and other factors. Therefore, we recommend the use of the syllabus on the following occasions.
  - a) Orientation in the first session
 

While students are supposed to have read the syllabus prior to attending the class, their understanding may be insufficient or they may have forgotten the details as time has passed since enrolment. If you distribute the syllabus during orientation in the first session and explain the summary of the course while checking off the contents, students will be able to reconfirm Course purpose, learning goals, and class outline.
  - b) Any change in the class outline
 

In the case of any change in the class outline, you can prevent misunderstanding among students concerning preparation and review, as well as the submission of assignments, by redistributing the amended syllabus at each change.
  - c) At the end of the semester
 

If you use the syllabus again at the end of the course to check what students have learned during the semester, students will be able to reflect on their own growth based on Course purpose and learning goals.
- ④ Supplying specific information on assignments to submit reports, quizzes, etc. is important for students when they are deciding whether or not to take the course and when adjusting their study schedules. Even the most diligent student may not be able to schedule study efficiently to optimize assignments if the due date for one assignment is too close to the due date for another. Make an effort to describe the schedule of assignments to submit reports, quizzes, etc. as specifically as possible in the class outline, so that students can easily plan in advance.

## Course Format [required item]



### Entry method

The course format is an important factor for students in deciding which course to take. Use the following terms when applicable.

**Lecture:** Faculty members explain the details of knowledge. Basically, the main learning activity for students is to take notes of the explanations made by faculty members. However, these are followed by question-and-answer sessions between faculty members and students.

**Seminar:** The main learning activities take the form of real-time activities by students, such as experiments and skills practice.

**Discussion:** Students hold discussions in class. In addition to discussions between pairs of students, group discussions are sometimes held as well.

**Presentation:** As the main activities, students summarize the results of their own learning activities and present them.

**Pair work:** Students perform learning activities in pairs.

**Group work:** Students make groups of three members or more to perform learning activities.



### Entry examples

This course is centered mainly on lectures. However, in Sessions 3, 6, 8 and 11, discussions will be held, mainly in pairs, and a five-minute presentation of the results will be made at the end of the session.



### Reference information (more detailed explanation)

① Using a variety of learning activity styles, instead of concentrating only on lectures, will improve learning efficiency. The school learning of students who enter a university these days was based on Courses of Study specified in the year 2000 or later, at junior high school and high school. Accordingly, in addition to taking notes in lectures, they tend to prefer being involved in activities and presenting to others what they have learned from their teachers, and developing their study by independently selecting a theme related to the course contents. A characteristic of students in recent years is that they are used to classes which offer a variety of teacher ideas and approaches, aimed at helping them master knowledge or develop creativity through exercises.

② Information on active learning

You can check details of course formats on the website of the Center for the Study of Higher Education, which includes useful information and links.

## Note, Related Courses, Textbooks, Reference Books (optional)



### Entry method for Note

In this field, you can enter items such as a warning about the use of visual or other materials which may raise ethical issues (containing cruelty, etc.) and also enter prohibited acts such as eating or drinking during class. While the language to be used for teaching is selected in the "Language of Instruction" field, if you use both Japanese and foreign languages, you can mention the approximate percentage of each language in this field, as appropriate.



### Entry examples for Note

- This course uses materials that may make some of you feel uneasy or uncomfortable, such as videos of medical operations.
- 60% of the course is conducted in Japanese and 40% in English. (An example where Japanese has been selected in the Language of Instruction field.)



### Entry method for Related Courses

Enter any courses that are advised to be taken in advance and any closely related courses. In doing so, pay attention to your choice of wording so as not to cause confusion. For example, state that "you are advised to have learned ..." instead of stating that "you must have learned ..."



### Entry examples for Related Courses

You are advised to have taken "Foundation of Statistics " before taking this course.  
In addition, you will be able to improve understanding if you take "Applied Practical Statistics" at the same time.



### Entry method for Textbooks

Enter the titles, authors, publishers, and years of publication of the textbooks which will actually be used in class. Also, enter their ISBNs if they are known.



### Entry method for Reference Books

If you specify reference books and other materials related to the course, enter them as with textbooks.

## Keywords, File Attachment, and links (optional)



### Entry method for Keywords

When students search courses, they do not always think of appropriate keywords, representative of what they want to study. Enter keywords in this field to help students more easily find the courses in which they are interested. You can specify more than one keyword by inserting a space between each. Up to 100 characters can be entered. Separate each word from the next with a space. Only keyword searches are available in the syllabus search function; full-text searches are not.



### Entry method for File Attachment

You can attach up to five files. Upload materials related to the course as necessary.



### Entry method for links

You can display up to three URL links. Mention the links for materials related to the course as necessary.




## **II. Entry Section**





## Access to the Course Syllabus Registration Page

 Access the course syllabus registration page

When you register or correct a course syllabus, you have to access the dedicated page. The page can be accessed from both inside and outside the university. Follow the procedures below to access the page.

① Access "教学 Web サービス (the Academic Web Services)" screen and log in (<https://webinfo.kwansei.ac.jp/>).

② Click the "教務 (Academic)" tab in the lower section of the screen.

③ Click "シラバス登録 (Syllabus Registration)."

\* Click "シラバス情報照会 (Syllabus Information Inquiry)" if you are just browsing the syllabi.

\* **You will be automatically logged out if your inquiry is idle for an hour after login. As this will mean that any data entered will be lost, you should save your data regularly.**


① Access "教学 Web サービス (the Academic Web Services)"



② Click "教務 (Academic)" tab

③ Click "シラバス登録 (Syllabus Registration)"

# Searching the Course Syllabus

 Search the syllabus of the course that you will be teaching

- ① Select the academic year when the course will be offered on the "シラバス登録 条件指定画面 (Syllabus Registration: Status)" screen.
- ② Click "検索/Search" after selection of the academic year.



① Enter the academic year

② Click "検索/Search"

- ③ The courses that you teach will be displayed on the "シラバス登録 結果一覧画面 (Syllabus Registration: Courses Found)" screen. Click the icon for the course for which you want to make a new entry.



③ Click the icon

項番 No.	機能 Function	クリア Clear	授業管理部署 Administrative Department	授業コード Course Code	授業開講年度 Year	履修期 Term	代表科目コード Subject Code	授業名称 Name	シラバス投稿状況 Status of Syllabus Submission	代表教員番号 Instructor Number	代表教員名 Name
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29536000	2017年度	春学期 / Spring	295360	GIS演習I / Design Skills : GIS 1	投稿完了	090035	関学 太郎(KWANGAKU TAROU)
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29537000	2017年度	秋学期 / Fall	295370	GIS演習II / Design Skills : GIS 2	投稿完了	090035	関学 太郎(KWANGAKU TAROU)
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29641026	2017年度	通年 / Year Round	296410	研究演習I 26 / Research Seminar 1	投稿完了	090035	関学 太郎(KWANGAKU TAROU)
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29643026	2017年度	通年 / Year Round	296430	研究演習II 26 / Research Seminar 2	投稿完了	090035	関学 太郎(KWANGAKU TAROU)
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29676000	2017年度	秋学期 / Fall	296760	建築環境工学 / Environmental Engineering	投稿完了	090035	関学 太郎(KWANGAKU TAROU)
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29677000	2017年度	秋学期 / Fall	296770	建築環境工学実験 / Environmental Engineering Laboratory Experiment	投稿完了	090035	関学 太郎(KWANGAKU TAROU)

# Entry of Basic Information on the Course (such as Course Purpose and Learning Goals)

 Enter basic information on the course

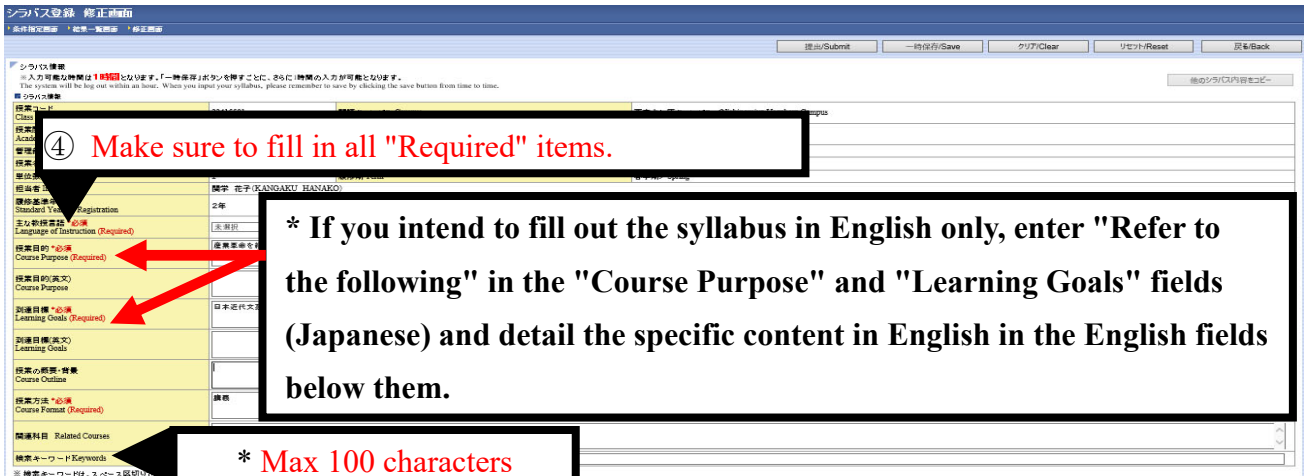
④ Fill in each item.

\* Make sure you fill in all required items.

\* Fill in "Class Outline" and "Study Required Outside Class" for each session separately, in principle. However, if you cannot enter the content of each session separately due to the class style, etc., enter the content for all sessions collectively in the summary field below the class outline. If you do not fill in the entry fields for the sessions, they will be left blank on the syllabus inquiry screen.

\* The "Language of Instruction" field is newly introduced in academic year 2019 to inform students of the main language used in the course. You can select one of these seven languages: Japanese, English, French, German, Chinese, Korean, and Spanish.

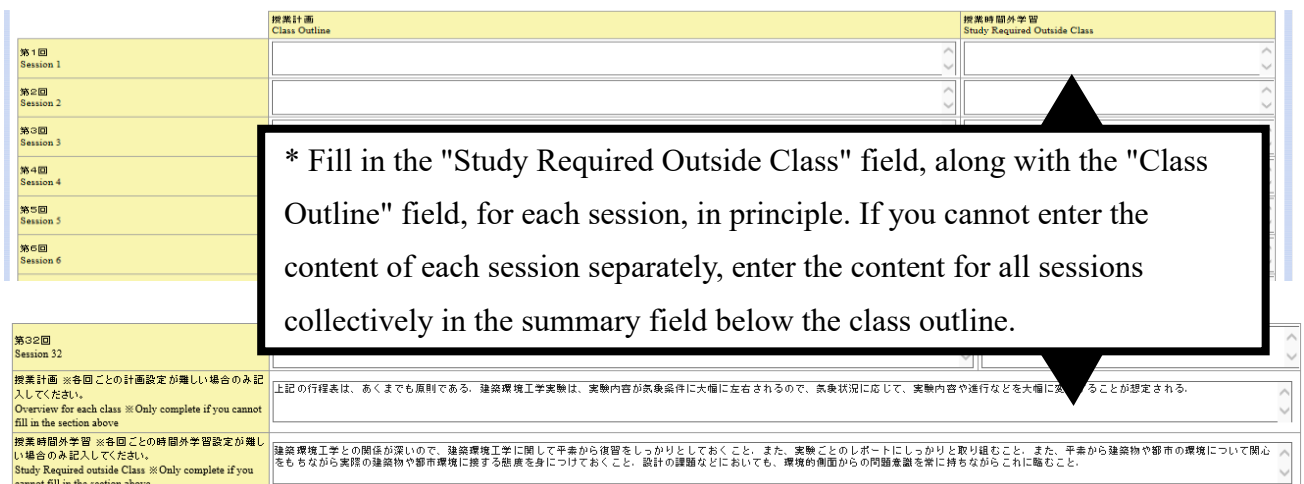
\* "Keywords" are used to allow students to search for courses relevant to the issues of interest they want to learn about. You can enter a maximum of 100 characters in the "Keywords" field, and more than one keyword can be entered by separating the words with spaces.



④ Make sure to fill in all "Required" items.


\* If you intend to fill out the syllabus in English only, enter "Refer to the following" in the "Course Purpose" and "Learning Goals" fields (Japanese) and detail the specific content in English in the English fields below them.

\* Max 100 characters

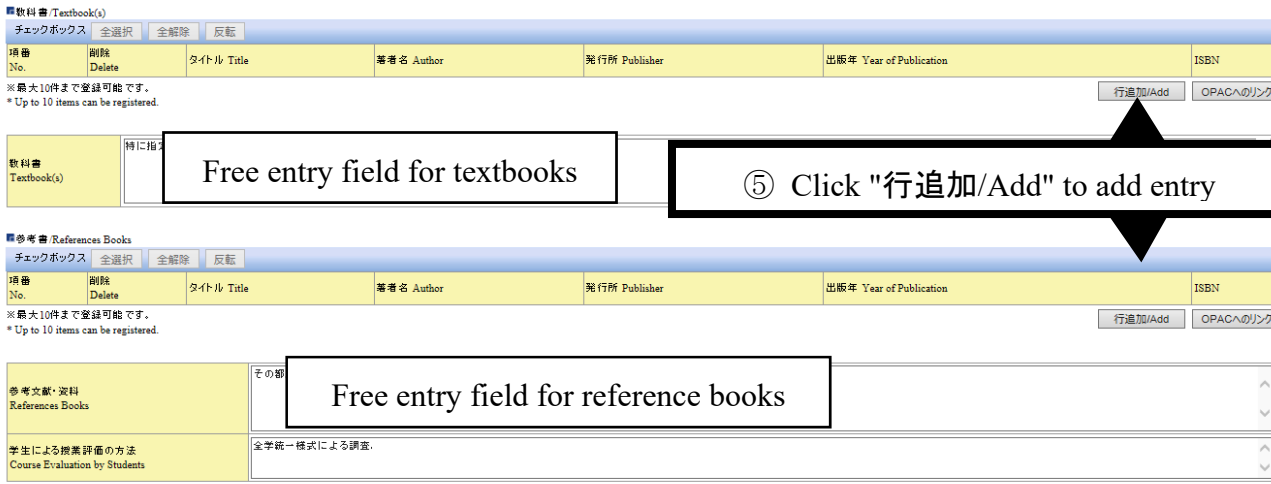


\* Fill in the "Study Required Outside Class" field, along with the "Class Outline" field, for each session, in principle. If you cannot enter the content of each session separately, enter the content for all sessions collectively in the summary field below the class outline.

## Entry of Textbooks and Reference Books

 Enter textbooks and reference books

- ⑤ Enter textbooks and reference books. If you enter more than one textbook or reference book, click "行追加 /Add" to add line(s).
- \* If you do not designate any specific book, enter "No textbook is designated," "Reference papers will be distributed in class," etc. in the "Textbooks" or "Reference Books" field.
  - \* You can register up to 10 items for both textbooks and reference books. If you want to register more than 10 items, enter the excess items in the free entry field for textbooks or reference books.
  - \* "OPAC へのリンク (Link to OPAC)" is the link button to OPAC, a bibliographic search system of the library. You can use it to check bibliographic information. Clicking the button does not show a page related to the entry made in ⑤. (A page related to the entry opens on the syllabus information inquiry screen for browsing.)
  - \* Umlaut, etc. cannot be entered, as mentioned on p.41. Accordingly, if you enter the title, etc. in German, French, etc. including any letters unique to the language, please use any alternative or additional letters that are permitted to be entered, such as vowels in the English alphabet like "e" and "u."



教科書 Textbook(s)

項番 No.	削除 Delete	タイトル Title	著者名 Author	発行所 Publisher	出版年 Year of Publication	ISBN
※最大10件まで登録可能です。 * Up to 10 items can be registered.						
						行追加/Add
						OPACへのリンク

教科書 Textbook(s)

特に入力

Free entry field for textbooks

⑤ Click "行追加/Add" to add entry

参考文献・資料 References Books

項番 No.	削除 Delete	タイトル Title	著者名 Author	発行所 Publisher	出版年 Year of Publication	ISBN
※最大10件まで登録可能です。 * Up to 10 items can be registered.						
						行追加/Add
						OPACへのリンク

参考文献・資料 References Books


その他

Free entry field for reference books

学生による授業評価の方法 Course Evaluation by Students

全学統一様式による調査。

## Entry of Grading Method and Content / Attachment of Additional Information to the Syllabus

 Enter the grading method and content

⑥ Enter the percentage for each grade item and the grading criteria.

\* You do not have to fill in the "Confirmation of Evaluation Criteria/Method" field when preparing a syllabus.

\* Make sure that the total percentages for all grade items **adds up to 100%**.

\* If you have selected "Other" as a type, you must enter the details in the "Grading Criteria, etc." entry field.

⑦ Click "行追加 (Add)" to add entry field(s) when necessary.

\* If you want to delete a line, check the box for the line to be deleted and click "一時保存/Save" or "提出/Submit."

⑥ Select the grading item and enter the percentage

No.	Delete	種別	割合 Percentage	評価基準等 Grading Criteria etc.
1	<input type="checkbox"/>	01 定期試験	50 %	
2	<input type="checkbox"/>	04 平常レポート	30 %	
3	<input type="checkbox"/>	99 その他	20 %	

種別で「その他(Others)」を選択した場合、評価基準等の入力が必要です。  
If you choose other(Others), you must enter the Grading Criteria, etc.

\* Add to 100%

⑦ Click "行追加 (Add)" to create entry field(s)

\* If you have selected "99 その他 (Others)," you must fill in the "Grading Criteria, etc." entry field

 Attach additional information

⑧ If you have any additional information on the course, click "参照 (Reference)" to select and attach the file.

成績評価備考  
Method of or Criteria for Evaluation Note

成績評価確認  
Confirmation of Evaluation Criteria/Method

シラバス付加情報

備考  
Note

添付ファイル1  
File Attachment 1

添付ファイル2  
File Attachment 2

説明1  
Explanation 1

説明2  
Explanation 2

⑧ Click "参照 (Reference)" and attach the file

## Saving / Submission / Correction of the Entered Information



Save/submit the entered information

- ⑨ Save the entered information.
- ⑩ Confirm the saved content and submit it.

\* Click the "リセット/Reset" button if you want to reset the content entered. Note, however, that any content that has already been saved or submitted cannot be undone.

添付ファイル3 File Attachment 3	<input type="checkbox"/> 削除 <input type="button" value="参照..."/>	説明3 Explanation 3	<input type="text"/>
添付ファイル4 File Attachment 4	<input type="checkbox"/> 削除 <input type="button" value="参照..."/>	説明4 Explanation 4	<input type="text"/>
添付ファイル5 File Attachment 5	<input type="checkbox"/> 削除 <input type="button" value="参照..."/>	説明5 Explanation 5	<input type="text"/>
URLリンク1 URL 1	<input type="text"/>	URL表示名1 URL 1	<input type="text"/>
URLリンク2 URL 2	<input type="text"/>	URL表示名2 URL 2	<input type="text"/>
URLリンク3 URL 3	<input type="text"/>	URL表示名3 URL 3	<input type="text"/>
更新日時 Date of Update	<input type="text"/>		

教室情報			
項番 No.	履修年度 Year	開講期 Term Offered	曜時 Day and Period
1	2017年度	秋学期 / Fall	金曜1 8時限

秋学期 / Fall III-102

⑨ Click "一時保存/Save" to save the entered content

⑩ Click "提出/Submit" to complete the entry



Correct a saved content entry

- ⑪ For a correction, move to the "シラバス登録 結果一覧画面 (Syllabus Registration: Courses Found)" screen and click on the icon of the course to be corrected.

項番 No.	機能 Function	クリア Clear	授業管理部署 Administrative Department	授業コード Course Code	授業開講年 度 Year	履修期 Term	代表科目 コード Subject Code	授業名称 Name	シラバス投稿状況 Status of Syllabus Submission	代表教員番号 Instructor Number	代表教員名 Name
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29536000	2017年度	春学期 / Spring	295360	GIS演習I / Design Skills : GIS 1	投稿完了	090035	間学 太郎(KWANGAKU TAROU)
2	<input type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29537000	2017年度	秋学期 / Fall	295370	GIS演習II / Design Skills : GIS 2	未入力	090035	間学 太郎(KWANGAKU TAROU)
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29676000	2017年度	秋学期 / Fall	296760	研究演習I 26 / Research Seminar 1	投稿完了	090035	間学 太郎(KWANGAKU TAROU)
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29676000	2017年度	秋学期 / Fall	296760	研究演習II 26 / Research Seminar 2	入力中	090035	間学 太郎(KWANGAKU TAROU)
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29677000	2017年度	秋学期 / Fall	296770	建築環境工学 / Environmental Engineering	未入力	090035	間学 太郎(KWANGAKU TAROU)
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	総合政策学部 / School of Policy Studies	29677000	2017年度	秋学期 / Fall	296770	建築環境工学実験 / Environmental Engineering Laboratory Experiment	投稿完了	090035	間学 太郎(KWANGAKU TAROU)

クリア/Clear    戻る/Back

⑪ Click on an icon in the "Function" row

⑫ After correction, click "一時保存/Save" to save the corrected content.

⑬ Confirm the corrected content and click "提出/Submit."

\* If you click "クリア/Clear," all of the content entered will be deleted.

\* If you click "リセット/Reset," the entry will be reset to default (the entry before the correction). However, any content that has been saved or submitted will not be undone.

■シラバス付加情報			
備考 Note	<input type="text"/>		
添付ファイル1 File Attachment 1	<input type="checkbox"/> 削除 <input type="text"/> <input type="button" value="参照..."/>	説明月1 Explanation 1	<input type="text"/>
添付ファイル2 File Attachment 2	<input type="checkbox"/> 削除 <input type="text"/> <input type="button" value="参照..."/>	説明月2 Explanation 2	<input type="text"/>
添付ファイル3 File Attachment 3	<input type="checkbox"/> 削除 <input type="text"/> <input type="button" value="参照..."/>	説明月3 Explanation 3	<input type="text"/>
添付ファイル4 File Attachment 4	<input type="checkbox"/> 削除 <input type="text"/> <input type="button" value="参照..."/>	説明月4 Explanation 4	<input type="text"/>
添付ファイル5 File Attachment 5	<input type="checkbox"/> 削除 <input type="text"/> <input type="button" value="参照..."/>	説明月5 Explanation 5	<input type="text"/>
URLリンク1 URL 1	<input type="text"/>	URL表示名1 URL 1	<input type="text"/>
URLリンク2 URL 2	<input type="text"/>	URL表示名2 URL 2	<input type="text"/>
URLリンク3 URL 3	<input type="text"/>	URL表示名3 URL 3	<input type="text"/>
更新日時 Date of Update	2017年01月23日 14時55分08秒		

■教室情報			
項番 No.	履修年度 Year	開講期 Term Offered	
1	2017年度	通年/Year Round	月曜の時間 通年/Year Round III-229

⑫ Click "一時保存/Save" to save the content entered

提出/Submit 一時保存/Save クリア/Clear リセット/Reset 戻る/Back

画面印刷 / Print メインメニューへ戻る / Main Menu

⑬ Click "提出/Submit" to complete the entry

## Copying a Previously Prepared Course Syllabus



Copying a course syllabus

- ⑭ Move to "シラバス情報保守 新規登録画面 (Syllabus Information Maintenance: New Registration)" screen (see p.32-).
- ⑮ Click "他のシラバス内容をコピー (Copy another syllabus)"

シラバス情報保守 新規登録画面

提出/Submit 一時保存/Save リセット/Reset 戻る/Back

シラバス情報

※入力可能な時間は1時間となります。「一時保存」ボタンを押すことに、さらに1時間の入力が可能となります。  
The system will be log out within an hour. When you input your syllabus, please remember to save by clicking the save button from time to time.

他のシラバス内容をコピー

授業コード Class code	29537000	関連キャンパス Campus	神戸三田キャンパス/Kobe Saida Campus
授業開講年度 Academic Year	2017年度		
管理部署 Administrative Department	総合政策学部 /		
授業名称 Class Title	GIS演習II / Des		
単位数 Credit	2	開講期 Term	秋学期 / Fall
担当教員 Instructor	関学 花子 (KANGAKU HANAKO)		
履修基準年度 Standard Year for Registration	3年		
使用言語 Language of Instruction	未選択		
特記事項 Special Instruction			
授業目的 *必須 Course Purpose (Required)			
授業目的(英文) Course Purpose			
到達目標 *必須 Learning Goals (Required)			
到達目標(英文) Learning Goals			

⑯ Select the syllabus to be copied.

⑰ Click "授業選択 (Select this course)"

\* While syllabi for the previous academic year can be copied, any change identified while the class was being delivered must be reflected in the syllabus for the next academic year.

教員氏名漢字名称 Name	関学
教員氏名カナ名称 Name	
教員氏名英字名称 Name	

検索/Search リセット/Reset 戻る/Back

シラバス情報

1 / 1ページ 1 GO 表示件数 100 GO

項	キャンパス	授業コード	授業開講年度	開講期	科目コード	授業名称 Name	代表教員番号 Instructor Number	代表教員名 Name
						近現代作品研究 1 / St.Md Cr.Lit Wks	972630	関学 テスト(KWANGAKU TEST)
						日本文学B / Japanese Literature B	972630	関学 テスト(KWANGAKU TEST)
3	商学部 / School of Business Administration	26090000	2017年度	秋学期 / Fall	260900	日本文学B / Japanese Literature B	972630	関学 テスト(KWANGAKU TEST)
4	<input checked="" type="radio"/> 総合政策学部 / School of Policy Studies	29536000	2017年度	春学期 / Spring	295360	GIS演習II / Design Skills : GIS 1	090035	関学 太郎(KWANGAKU TAROU)
5	<input type="radio"/> 総合政策学部 / School of Policy Studies	29641026	2017年度	通年 / Year Round	296410	研究演習II 26 / Research Seminar 1	090035	関学 太郎(KWANGAKU TAROU)
6	<input type="radio"/> 総合政策学部 / School of Policy Studies	29643026	2017年度	通年 / Year Round	296430	研究演習II 26 / Research Seminar 2	090035	関学 太郎(KWANGAKU TAROU)
7	<input type="radio"/> 総合政策学部 / School of Policy Studies	29677000	2017年度	秋学期 / Fall	296770	建築環境工学実験 / Environmental Engineering Laboratory Experiment	090035	関学 太郎(KWANGAKU TAROU)

授業選択

印刷/Print メインメニューへ

⑰ Click "授業選択 (Select this course)"



18 Confirm the copied content.

シラバス情報保守 修正画面

条件指定画面 | 結果一覧画面 | 修正画面

提出/Submit | 一時保存/Save | クリア/Clear | リセット/Reset | 戻る/Back

シラバス情報  
※入力可能な時間は1時間となります。「一時保存」ボタンを押すごとに、30分に時間の入力が可能となります。  
The system will be log out within an hour. When you input your syllabus, please remember to save by clicking the save button from time to time.

シラバス情報

授業コード Class code	29677000	開講キャンパス Campus	神戸三田キャンパス/Kobe Sanda Campus
授業開講年度 Academic Year	2017年度		
管理部署 Administrative Department	総合政策学部 / School of Policy Studies		
授業名称 Class Title	建築環境工学実験 / Environmental Engineering Laboratory Experiment		
単位数 Credit	1	開講期 Term	秋季期 / Fall
担当教 Instructor	関学 花子 (KANGAKU HANAKO)		
履修標準年度 Standard Year for Registration	3年		
使用言語 Language of Instruction	日本語		
特記事項 Special Instruction			
授業目的 *必須 Course Purpose (Required)	この授業の目的は、建築環境にまつわる実験を通して、身体感覚と物理環境の関係について理解し、それを空間提案に反映するための力を醸成することである。		
授業目的(英文) Course Purpose	The purpose of this laboratory course is for students to conduct experiments related to architectural and physical environment in order to understand the relationship between somatic sensation and physical environment and be able to make proposals for spatial designs.		
到達目標 *必須 Learning Goals (Required)	本授業では、下記の点を到達目標とする。 1. 建築形態と屋外環境の関係から建築環境の状況を予測し、それを正しく示すことができるようになる。 2. 建築環境に関連する自然の諸要素のメカニズムについて理解し、それを空間に反映するための設計手法を提案できるようにする。		
到達目標(英文) Learning Goals	Students will be able to a. predict and properly express the architectural environment based on the relationship between the architectural form and outdoor environment, b. understand the elements of nature which are related to the architectural environment, and make their own design proposals reflecting their understanding of spatial		

- \* Note that the syllabi for the academic year 2013 or earlier have a different style. If you copy any of them, consult separately with the Organization for Academic Affairs.
- \* When a syllabus for the academic year 2018 or earlier is copied, the "Study Required Outside Class" field for each session will be blank. Fill in this field for each session. However, if you cannot enter the content of each session separately due to the class style, etc., enter the content of all sessions collectively in the summary field below the class outline. If you do not fill in the entry fields for the sessions, they will be left blank on the syllabus inquiry screen (see the figure below).

関連科目 Related Courses	建築環境工学		
検索キーワード Keywords	建築、都市、環境、実験、実測		
※ 検索キーワードは、スペース区切りで複数キーワードを指定可能です。			
	授業計画 Topic	授業時間外学習 Study Required Outside Class	
第1回 Session 1	1. ガイダンスと光実験室を用いた室内光環境に関する実験（日本建築における光のコントロール） 建築設計において環境の諸側面を理解する事の重要性を考える。また、実験や実測を通して環境の諸要素を「見える化」する意義とそのための基本的な方法論について解説する。同時に、光実験室を用いた、伝統的建築による、光のコントロール効果に関する実験を実施する。		
第2回 Session 2	2. 日本建築における光のコントロール-続き 光実験室を用いた、伝統的建築による光のコントロール効果に関する実験について結果の分析とそのとりまの方について指導する。		
第3回 Session 3	3. 緑化は本主に都市を涼しくするのか - 緑地と水面の熱環境実測調査 - その1 緑化のクーリング効果について実習をおして学ぶ、熱環境調査の手法と理論的背景について解説し、実際にキャンパスで緑地空間の熱環境現状に関する実習を行う。		
第4回 Session 4	4. 緑化は本主に都市を涼しくするのか - 緑地と水面の熱環境実測調査 - その2 実測でえられたデータをとりまの手法を解説する。学生は実測結果を解析し、その結果を解析して建築や都市の緑化の意義とその課題について考察をする。		
第5回 Session 5	5. 快適なランドスケープの在り方とは - 都市気候屋外実測調査 その1 屋外の熱環境、気候調査に関する実習を行った要素（気温、湿度、風速）を説明するとともに、その計測方法を紹介する。その上で実際の屋外空間を実測して、データを数りまとめる手法を学ぶ。		
第6回 Session 6	6. 快適なランドスケープの在り方とは - 都市気候屋外実測調査 その2 実測結果を解析し、その結果を解析することを通じて、建築や都市環境との関係から都市気候をコントロールする手法について考察する。		
第7回 Session 7	7. 紫外線をカットする建築・ランドスケープとは - 屋外と室内における紫外線強度の実測 その1 紫外線強度を測定する意義と、建築や都市環境との関係から紫外線強度をコントロールする手法について考察する。		
第8回 Session 8			
第9回 Session 9			
第10回 Session 10			
第11回 Session 11			
授業計画 Overview for each class ※ Only complete if you cannot fill in the section above			
授業時間外学習 ※各国ごとの時間外学習設定が難しい場合のみ記入してください。 Study Required outside Class ※ Only complete if you cannot fill in the section above	建築環境工学との関係が深いので、建築環境工学に関して平素から復習をしっかりとしておくこと、また、実験ごとのレポートにしっかりと取り組むこと、また、平素から建築物や都市の環境について関心をもちなら実際の建築物や都市環境に接する態度を身につけておくこと、設計の課題などにおいても、環境の側面からの問題意識を常に持ちながらこれに臨むこと。		

\* Fill in the "Study Required Outside Class" field, along with the "Class Outline" field, for each session in principle. If you cannot enter the content of each session separately, enter the content of all sessions collectively in the summary field below the class outline.

## **NOTICE!**

- (1) Please do not use underline , bold and other fonts for emphasis purposes.
- (2) Unicode characters will be available on the online syllabus from AY2020. For this reason, languages other than English will be available to be typed in the fields. However, please note that the fonts displayed on the viewer's computer will mostly depend on the language installed on the user's computer.
- (3) Please avoid using one-byte katakana.

# MEMO

Guidelines for Preparing a Course Syllabus for Academic Year 2020

< How to make a course appealing in a way that's easily understood >

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1st edition published on September 1, 2019

Produced by the Center for the Study of Higher Education,  
Organization for Academic Affairs,  
Kwansei Gakuin University

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Published by Organization for Academic Affairs,  
Kwansei Gakuin University

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