

ELP STUDENT HANDBOOK
2005 - 2006



English Language Program
International Christian University

Name: _____

Section: _____

Words of Advice and Encouragement from Your *Seitai*

Student 1: "Don't expect the ELP to develop your abilities for you. You must make efforts on your own."

Student 2: "I think you should speak out and express your opinions as much as you can."

Student 3: "The ELP may completely change your way of thinking. You might hesitate at first, but it will surely be a good chance for you to improve your skills."

Student 4: "Since you entered ICU, don't expect any university life that can be seen in other universities in Japan. You will have to come to school, attend classes, hand in reports and essays. The life will be much tougher than you can imagine, but it is worth all that in the end."

Student 5: "Though you will get much homework, just do it all. You will naturally get used to English and be able to gain so many skills."

Student 6: "Learn from others and by yourself. Have fun in the ELP. Do not think of it as a burden. Think of it as an opportunity."

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The ELP Student Handbook

2005-2006

1. Introduction

This handbook contains information about the purpose of the ELP, about the overall structure of the ELP, and about important ELP policies. We hope that this booklet will make it easier for you to understand how and why we do certain things in the ELP. We also hope that you will keep this booklet and refer to it when you have questions. Of course, you are always welcome to come to the ELP office, to make an appointment with your teachers, or to see the ELP Director or Assistant Directors when you have questions or problems that are not explained here.

2. The Purpose of the ELP

Knowing English is necessary in order to participate fully in academic and campus life at ICU. Consequently, ICU provides every student the *opportunity* to become fluent in English. The English Language Program is the first step in that process.

You should not, however, expect the ELP alone to make you a fluent English speaker. Learning a language well enough to use it in academic and professional contexts is a long, hard task and requires not only opportunities for using the language but also the desire and effort to learn it. The ELP provides students with opportunities to use English. *You must provide the desire, the motivation, and make the effort to learn.*

In addition to 22 units (16 units for some students) of ELP credit, you will be required to complete 9 units of ICU classes taught in English. We hope you will want to take even more. We hope you will make non-Japanese, English-speaking friends while you are at ICU. We hope that you will consider participating in ICU's Study English Abroad (SEA) Program for freshmen and sophomores and/or the Educational Exchange Program for juniors and seniors. By taking advantage of these various opportunities, your English language skills will gradually improve until you feel comfortable using the language.

The principal goal of the ELP is to prepare you to be able to take courses taught in English at ICU successfully. The primary emphasis in the ELP is *English for academic purposes*, and therefore, most of the ELP classes focus on the key skills of reading with accuracy and understanding, academic listening and taking notes in lectures, and academic writing. In other words, the ELP stresses both English language skills acquisition and development of basic academic critical thinking and study skills. Language necessary to participate in class discussions, speak with English-speaking instructors, and interact with non-Japanese on campus is also presented in class. However, as is stated above, the goal of the ELP is different from that of a conversation school.

3. The Structure of the ELP

The ELP has two major parts: the freshman part and the sophomore part. The freshman part is divided into three levels of instruction from intermediate to advanced. These levels are called Program A, Program B, and Program C. Some students who can demonstrate a high level of English proficiency may be excused from part of the ELP. Students who qualify to be excused from the ELP will be notified by the ELP office. If you are excused from part or all of the ELP, you should consult with the Registrar for details about what to do.

3.1 ELP Sections and Programs

You will be placed in one of the levels of instruction (Programs A, B, or C) based on a combination of language proficiency test results, your responses to the ICU language background profile, and, if necessary, an oral interview. ELP students are divided into groups of about 22 students, called sections, and these sections take most freshman ELP classes together.

Sections AA through AK are Program A sections.
Sections BA through BL are Program B sections.
Sections CA through CE are Program C sections.

3.2 Program Adjustment (プログラム移動)

In order to give you every possible opportunity to complete the most appropriate course of English language study, movement across Programs A, B, and C is permitted at certain times during the year. Please note that Program B students who move to Program C at the beginning of the fall term do not get credit for their first term of *Communicative Strategies*.

4月入学時に各々の学生はこれまでの習熟度に応じてProgram A, B, Cのいずれかに配属されますが、二学期開始直前にはプログラム配属に関して再検討され、必要に応じて移動が行なわれます。

Program Aから B へ、Program Bから C への移動は、

1. 一学期の成績及び教員の推薦
2. 面接及び学生の希望

などを総合的に判断して決定されます。三学期にはこの種の移動は行なわれません。

Program Cから B へ、Bから A への移動は一学期の成績及び教員の指導などをもとにして、Directorと面接の上、決定されます。この種の移動は、三学期開始直前にも行なわれることがあります。いずれの移動も各学生の英語力に応じて、最も適当なプログラムを決定することを目的として行なわれるものです。

3.3 Curriculum: The Freshman Component

This section describes the courses and classes in the Freshman ELP.

3.3.1 Courses in Each Program

Each of the Freshman Programs contains two or three different instructional areas: *Academic Reading and Writing* and *Reading and Content Analysis* in Program C, and *Academic Reading and Writing*, *Reading and Content Analysis*, and *Communicative Strategies* in Programs A and B. Each of the courses contains a number of different classes. The courses listed for each program in the *University Course Offerings* booklet are:

Program A

LEn 001 ELP A Academic Reading and Writing	(通年) 8 units
LEn 002 ELP A Communicative Strategies	(通年) 4 units
LEn 003 ELP A Reading and Content Analysis	(通年) 6 units

Program B

LEn 011 ELP B Academic Reading and Writing	(通年) 8 units
LEn 012 ELP B Communicative Strategies	(通年) 4 units
LEn 013 ELP B Reading and Content Analysis	(通年) 6 units

Program C

LEn 021 ELP C Academic Reading and Writing	(通年) 8 units
LEn 022 ELP C Reading and Content Analysis	(通年) 4 units

3.3.2 Classes in Each Course and Number of Class Hours

Each of the courses listed above and in the University *Course Offerings* booklet contains a number of different classes as shown in Table 1 on the following page. The letter designations in () are class title abbreviations. Numbers indicate how many class periods there are per week.

TABLE 1: FRESHMAN CURRICULUM

	Spring	Fall	Winter
Programs A and B			
ACADEMIC READING AND WRITING (ARW)			
Narrative Presentation (NP)	0.5	0.5	0.5
Academic Reading and Writing (ARW)	3	3	3
Tutorial (Tut)	1	1	1
READING AND CONTENT ANALYSIS (RCA)			
Narrative Presentation (NP)	0.5	0.5	0.5
Reading and Content Analysis (RCA)	2	2	2
Tutorial (Tut)	1	1	1
COMMUNICATIVE STRATEGIES (CS) (Spring)			
Academic Learning Strategies (ALS)	1	-	-
Academic Listening and Note-Taking (ALN)	1	-	-
Academic Speaking 1 (ASP 1)	1	-	-
Academic Speaking 2 (ASP 2)	1	-	-
COMMUNICATIVE STRATEGIES (CS) (Fall, Winter)			
Listening Skills and Strategies (LSS)	-	choose two out of five	
Advanced Academic Speaking (AASP)	-		
Pronunciation (PR)	-		
Communication through Multimedia (CM)	-		
Vocabulary Acquisition (VA)	-		
Program-wide Test	1	1	1
Program C			
ACADEMIC READING AND WRITING (ARW)			
Narrative Presentation (NP)	0.5	0.5	
Academic Reading and Writing (ARW)	3	3	
Tutorial (Tut)	2	2	
READING AND CONTENT ANALYSIS (RCA)			
Narrative Presentation (NP)	0.5	0.5	
Reading and Content Analysis (RCA)	2	2	
Program-wide Test	1	1	

3.3.3 Academic Reading and Writing

The most important teaching principle of the ELP is content-based instruction. This means that all of the classes in ARW deal with the same topics or themes. This year's topics include "Educational Values," "Issues of Race," and "Bioethics."

The Academic Reading and Writing course includes the following classes:

Narrative Presentation	(NP)
Academic Reading and Writing	(ARW)
Tutorials	(Tut)
Program-wide Test	(Test) (See Table 1.)

NP: NP is a large lecture class where various ELP teachers present different points of view on the topic. In this class you will develop your academic listening and note-taking skills.

ARW: ARW classes are taught by non-Japanese teachers, and are divided into the reading part and the writing part. The reading part is designed to help you understand and talk about the ideas presented in the readings and NP lectures. The writing part is designed to develop your writing abilities in English for university level work. Most of your writing assignments will be based on ideas related to the content topic. For more information on how to prepare your ELP writing assignments, please consult your copy of *The Student Guide to Writing in the ELP*. This writing guide is for use in both freshman and sophomore ELP writing classes.

Tut: Tutorial periods are scheduled to give you time to talk individually with your ARW teacher about specific problems or questions you have about your writing assignments and what you have written.

Test: At the end of each topic, a test is administered during the Test period. (See your class schedule and the ELP Term Calendar.) Sometimes this is a multiple choice test and sometimes it is an essay test. All students take the same test; therefore, these tests are called "Program-wide" Tests. Questions on the ARW Program-wide Test are based on the ARW materials. Your grade in ARW is a combination of your

performance and participation in each of the classes and on the Program-wide Tests.

3.3.4 Reading and Content Analysis

This is an analytical reading course for accuracy taught by a native speaker of Japanese. As with ARW, RCA also uses the principle of content-based instruction and uses the same topics or themes. The following classes are included in this component:

Narrative Presentation	(NP)
Reading and Content Analysis	(RCA)
Tutorial	(Tut)
Program-wide Test	(Test) (See Table 1.)

NP: NP is a large lecture class where various ELP teachers present different points of view on the topic. In this class you will develop your academic listening and note-taking skills.

RCA: As in ARW, RCA consists of both reading and writing. The reading part places special emphasis on developing skills in reading the content for accuracy. The writing part is designed to help you develop your understanding of the structure of English sentences, paragraphs, and academic texts. You will practice how to use English structures grammatically and how to connect sentences in a cohesive way to form good paragraphs.

Tut: Tutorial periods are scheduled to give you time to talk individually with your RCA teacher about specific problems or questions you have about your writing assignments and what you have written.

Test: At the end of each topic, a test is administered during the Test period. Your grade in RCA is a combination of your performance and participation in each of the classes and on the Program-wide tests.

3.3.5 Communicative Strategies (Programs A and B only)

Communicative Strategies classes are designed to help you develop English language skills that will help you perform successfully in ARW and RCA classes, and help you later when you take classes taught in English at ICU. In the spring term every student has to take the following classes:

Academic Learning Strategies	(ALS)
Academic Listening and Note-taking	(ALN)
Academic Speaking 1	(ASP 1)
Academic Speaking 2	(ASP 2)
Program-wide Test	(Test) (See Table 1.)

ALS: ALS class helps you acquire the basic learning skills and academic study habits which are essential as foundations for university study. The objectives of ALS are to introduce you to various learning strategies, and to help you develop effective ways to promote classroom interaction and self-study techniques.

ALN: ALN class is designed to help you develop your listening and note-taking skills. You will study note-taking strategies as well as some basic lecture organization styles.

ASP 1 & 2: ASP classes are designed to help you become more fluent in spoken English.

Test: Communicative Strategies Program-wide Tests are given during the ELP Test period usually twice in the term. As with ARW, your Communicative Strategies grade is based on your total performance in each of the communicative strategies classes and on the Communicative Strategies Program-wide Tests.

In the fall and winter terms you may choose two classes out of the first five listed below.

Listening Skills and Strategies	(LSS)
Advanced Academic Speaking	(AASP)
Pronunciation	(PR)
Communication through Multimedia	(CM)
Vocabulary Acquisition	(VA)
Program-wide Test	(Test) (See Table 1.)

There will be a registration period in the middle of the spring term, and details will be explained before the registration period.

LSS: The objectives of LSS are to provide you with opportunities to listen to different types of speeches such as academic lectures, reports, and news broadcasts; to give you practice in note-taking skills; to give you practice in distinguishing English sounds; and to help you develop effective strategies for self-study.

AASP: The focus of this class will be on developing advanced presentation and discussion skills. Discussions will be more complex than in the Spring, and you will do a group project, participate in a formal debate and learn how to give effective short speeches.

PR: PR class is designed to help you improve your pronunciation and intonation at an acceptable level that does not draw the listener's attention away from what you are saying to how you are saying it.

CM: This class does not focus on any one skill, but on enhancing the integration of the various skills (listening, speaking, reading, writing, synthesizing, organizing and summarizing information and vocabulary) through the use of multimedia.

VA: The objectives of this course are to systematically introduce, practice, test and review academic vocabulary, and thereby expand and enrich your English vocabulary.

Test: Details about the Communicative Strategies Program-wide Tests in the fall and winter terms will be given later.

3.4 Curriculum: The Sophomore Component

In addition to the first-year component, ELP students are required to register for 4 units of Sophomore ELP.

3.4.1 Courses in The Sophomore Component

LEn 031 ELP Sophomore English (Spring, Fall, or Winter Term) 2 units

Sophomore English classes give students further practice using all four language skills (reading, writing, speaking and listening) in academic contexts. There are several different kinds of Sophomore English classes. You will choose *one* of these classes when pre-registration is held during the winter term of your freshman year.

LEn 041 ELP Theme Writing (Spring, Fall, or Winter Term) 2 units

Theme Writing is designed to help you learn how to write a documented research paper. The course teaches how to develop effective library research skills, how to select and focus on a research topic, how to organize a longer paper, and how to make, support and document an argument. In addition, Theme Writing gives further work on reading and writing for academic purposes. You will use your copy of *The Student Guide to Writing in the ELP* and *A Writer's Reference* for the Theme Writing course.

4. ELP Policies (英語教育プログラムに於ける取り決め)

This section describes several important ELP policies which you should be familiar with. Section 4.1 deals with general policies for both freshman and sophomore students. Section 4.2 deals with ELP policies exclusively for the Freshman Component, and Section 4.3 deals with the policies for the Sophomore Component.

大学が定める規則に加えて英語教育プログラム (ELP) に於ても重要な取り決め、方針が定められていますので、下記をよく読み、注意して下さい。

4.1 General Policies

This section contains some important policies that apply to both the freshman and sophomore parts of the ELP.

ELP開講時間に関する登録の注意

ICUのカリキュラムの中で、大きなプログラムとして位置づけられているELPを効果的且つ円滑に運営するために、ELPの開講時間は時間割枠として捉えられています。つまり1年次ELP履修者はこの枠内ではELPに専念することが期待されているために、ELP時間枠とかち合う他の科目は登録できません。このELPの基本原則はELPのどの科目についても適用されることで、Tutorialにおいても例外ではありません。

当然、1年次ELP履修者にとっては、ELPの履修が大きな比重を占めることとなりますが、ELPの枠外、具体的には3M,W,F及び3TU,2,3THに1年生が履修できる一般教育科目をできるだけ多く開講する努力がなされていますので、この時間帯の一般教育科目を履修することが望まれています。

4.1.1 The Use of English in The ELP

Your ELP teachers believe that the more you are exposed to English being used for real communicative purposes, the better your comprehension and production skills will become. For this reason, English is not only the "content" of the ELP, it is also the principal medium, or language, of instruction. There may be some activities, however, which help you accomplish the ultimate ELP goal of English language proficiency, which are more effectively accomplished through the use of Japanese. For example, in RCA classes, there may be times when your teacher will try to assess how well you understand the content by asking you to explain your ideas in Japanese. Except for these times and activities, however, your classes will be conducted in English. Furthermore, your teachers will expect you to make every effort to use English during your ELP classes. Sometimes this will be difficult, but it is not impossible. Do your best to use English and encourage your classmates to do the same.

4.1.2 Attendance

The ELP requires regular attendance in all ELP classes. Your teachers believe that three things are necessary in order to learn a language: ability to learn, desire or motivation to learn, and opportunity to learn. All people have the ability to learn language. Each person determines his or her own level and kind of motivation. The ELP provides the opportunity. The more you are exposed to English, the greater the chances are that you will learn it. Missing ELP classes is the main cause of failure in the ELP.

4.1.3 Grading Criteria

Evaluating student performance and achievement in a foreign language is not easy to do. Teachers pay attention to both effort and proficiency, both attendance and performance in and out of class. The standards set by the ELP staff are high. Below are descriptions of grades used by the ELP teachers to determine your class grades. Remember that your grades in all the classes in a particular component (for example, grades for NP, ARW, and the Program-wide Test results in the ARW component) are combined to determine your interim report and final grade in that component.

Category 1: 'A' The grade 'A' is reserved for the excellent student: one whose preparation for class is noteworthy, whose performance in class and on homework assignments is insightful, whose improvement over time is clearly noticeable, whose level of participation is enthusiastic, and whose punctuality and attendance record is perfect or nearly perfect.

Category 2: 'B' The grade 'B' is to be awarded to the good student: one whose preparation for class is thorough, whose performance in class and on homework assignments is consistently good, whose improvement over time is noticeable, whose participation is active, and whose punctuality and attendance record is very good.

Category 3: 'C' The grade 'C' is given to the satisfactory student: one whose performance and participation in class is usually sufficient but

sometimes lacks enthusiasm, who shows some improvement but whose preparation, punctuality, performance on homework assignments, and attendance record is sometimes inconsistent.

Category 4: 'D' The grade 'D' is given to the less than satisfactory student: one whose preparation, performance and improvement are less than adequate, whose interest and participation in class activities are clearly lacking, and/or whose punctuality and attendance record is poor.

Category 5: 'U' The grade 'U' is reserved for the unsatisfactory student: one whose overall preparation, performance, participation and attendance are unsatisfactory. (See Section 4.2.2 on the 'E' Rule below.)

4.1.4 ICU Policy on Academic Integrity

As members of a liberal arts institution devoted to academic excellence and the pursuit of truth, ICU students are expected to maintain the highest levels of honesty and integrity in all their endeavors. Scholarship is naturally built upon past achievements. Accordingly, it is a serious violation of academic integrity to pass off the thoughts, ideas, words, phrases or research of another person as if those achievements were one's own. All work submitted by students for evaluation by their teachers must be original work. Students are expected to properly acknowledge all sources of information that is not the product of their own research or thinking.

Violations of the academic integrity policy fall into three categories:

1) Cheating:

Cheating is defined as: a) Copying from another student on an examination; b) Exchanging information with another student during an examination; c) Bringing notes or 'cheat sheets' into an examination, or writing answers out on a desktop prior to an examination; d) Using electronic devices (for example, cell phones, electronic dictionaries or pocket computers) for unauthorized access to answers on an exam.

2) Plagiarism:

Plagiarism is defined as the passing off of another's work, ideas, or results as one's own. It primarily occurs in written papers and commonly involves: a)

Copying without attribution passages from books or articles written by another author; b) Copying without attribution text or information from an internet source.

3) Misrepresentation of Unoriginal Work as Original Work:

This violation occurs when students: a) Submit a paper, assignment, lab book, or lab results already used in one course for credit in another course; b) Submit a paper, assignment, lab book or lab results already used by another student in one course for credit in one's own course; c) Commercially purchase a paper or lab results and submit it without acknowledgment of its origin.

All ICU faculty, staff, and students are expected to learn and understand ICU's policy on academic integrity. Any question a student has regarding the policy should be taken to a professor for clarification prior to submitting work for grading. All academic work will be evaluated by professors with the assumption that students know and understand the academic integrity policy. Students may not submit work that contains violations of the academic integrity policy and then seek leniency claiming that they were ignorant of the policy.

Punishment for violations of the academic integrity policy varies depending upon the severity of the offence and whether the offence is a first or repeat offence. The minimum punishment will be a failing grade for the course in which the violation occurred.

学問的倫理基準に関する方針

学問の卓越・真理の探究を目指すリベラル・アーツの構成員として、本学の学生は、すべての学問的活動において、きわめて高い学問的倫理基準を維持することが期待されています。学問は、当然の事ながら、過去の研究業績の蓄積の上に成り立っています。従って、他人の研究に使われている考え方や言葉、文章や調査研究をあたかも自分自身のものであるかのように偽ることは、学問的倫理基準を侵すこととなります。教員の評価を受けるための学生の提出物（レポート、試験の答案など）は、自分自身のもの（オリジナル作品）でなければなりません。学生は自分自身で考え、調査研究したものでない情報の出典は、明らかにし、正しく引用することが求められます。

学問的倫理基準を侵す行為は以下の三つに分類されます。

1. カンニング

カンニングは、以下のように定義されます。

- a) 試験において、他の学生の解答を写すこと。
- b) 試験の最中に、他の学生と情報交換をすること。
- c) 試験にノートやカンニングペーパーを持ち込むこと、また、試験の前に机の上には解答を書いておくこと。
- d) 試験中に、担当教員から使用許可の下りていない電子機器（例えば、携帯電話、電子辞書、小型ノートパソコン等）を使って、解答のために不正なアクセスをすること。

2. 剽窃（ひょうせつ）・盗作

剽窃は、他人の作品・考え・研究成果を自分自身のものとして偽るものと定義されます。剽窃は、主にレポートや論文において起こり得ます。一般的に次のような場合があげられます。

- a) 他の作者によって書かれた著作や記事から、その出典を明らかにしないで文書を写すこと。
- b) インターネットから、その出典を明らかにしないで文書や情報を写すこと。

3. オリジナルでないものをオリジナルであるかのように見せかけること

このような学問的倫理基準の侵害は、以下のような場合に発生します。

- a) 他のコースで単位取得済みの自分のレポート・課題・実験結果報告書などを自分が登録している別のコースのために利用して提出すること。
- b) 他の学生があるコースのために提出し、すでに単位取得済みのレポート・課題・実験結果報告書を自分が登録している別のコースのために利用して提出すること。
- c) レポートや実験結果を購入し、その出典を明らかにせず提出すること。

ICUのすべての教職員学生は、学問的倫理基準に関するICUの方針を学び理解することが求められます。この方針に関して何か疑問がある場合には、レポートなどを提出する前に、担当教員に確認をしなければなりません。学問的倫理基準の方針を、学生が理解しているという前提のもとに、担当教員は成績評価を行います。学生は学問的倫理基準に関する方針を侵して、論文等を提出した後に、その方針を知らなかったと言い訳をすることは許されません。学問的倫理基準の方針を侵した者への罰則は、不正行為の程度や内容によって決定されます。最も軽い罰則の場合でも、不正行為を起こしたコースが不合格となります。

4.2 ELP Freshman Component Policies

4.2.1 Grading

Official university grades for ELP freshman courses are offered only upon completion of the course. However, at the end of each term interim reports are given so that you can measure your progress.

Interim Reports (中間成績)

Interim evaluations will be reported using the letter grades: A, B, C, D, U (unsatisfactory but allowed to continue), and X (unsatisfactory and required to drop the course and to repeat it in the next academic year). In order to give you a more accurate description of your interim standing, plus (+) and minus (-) symbols are added to letter symbols where appropriate.

At the beginning of the Fall and Winter Terms, you will find your ELP interim report in the lower right-hand corner of your official university transcript. The report looks like the sample below.

Sample Interim Report Form:

	I	II	III	Final
Academic Reading and Writing	C+	B+		
Communicative Strategies	C-	B		
Reading and Content Analysis	B+	C+		

Final Grades (学年末成績)

Letter grades for interim reports are converted to the numerical scale shown below. Your three-term average for each course is computed and reconverted to letter grades from (A to D) to match university grading practice. (University final grades do not have pluses or minuses.) The letter 'O' (ongoing) is used on your transcript to indicate that the final grade cannot be computed until all requirements for the ELP Freshman Component have been completed.

This is the numerical scale which is used for ELP interim reports.

A+= 12	B+ = 9	C+ = 6	D+ = 3	U = 0
A = 11	B = 8	C = 5	D = 2	X = 0 (進級不可)
A- = 10	B- = 7	C- = 4	D- = 1	

4.2.2 'E'-rule (クラス不合格とコース不合格に関する'E'ルール)

Since Academic Reading and Writing, Communicative Strategies, and Reading and Content Analysis are designed as integrated courses with each class contributing something important to reach the overall goals of the program, you are expected to participate in all parts of each course.

The 'E'-rule is: Failure (E) in any one class within a course (Academic Reading and Writing, Communicative Strategies, or Reading and Content Analysis) automatically results in failure of that entire course (U). If you get an interim report or a final grade of 'X,' you will be required to retake not only the specific class or classes that you failed, but also the other classes within that course in the following year.

3.3.3. Academic Reading and Writing, 3.3.4. Reading and Content Analysis, 3.3.5. Communicative Strategies の項で明示してあるように、この三つのコースは、それぞれいくつかのクラスによって構成されています。言い換えれば、それぞれのクラスが総合的に関連し合っ一つのコースを成し、そのコースの教育目標を達成することになっています。従ってコース内の一つのクラスに於て、出席日数の不足、成績不可の故にE (不合格) を取得した場合、そのコース内の他のクラスに於て合格点を取得していても、そのコースはU (不合格) になります。再登録の際にはUを取得したコース内の全てのクラスを再履修しなければなりません。(Eはクラスで不合格を取得した場合に用いられる記号で、Uはコースの不合格を意味します。) Uを取得した学生については、次学期に進むことができるか又は再履修しなければならないかは、ELP DirectorかAssistant Directorと面接の上、決定されます。

4.2.3 Retake System (再履修に関する規則)

Sometimes it is necessary for students to retake parts of the ELP. The retake system is complex. It is explained in Japanese below.

最終成績が"O"(Ongoing)と記載された学生は、そのコースの一部又はすべてを再履修しなければなりません。下記は中間成績に基づいて再履修をしなければならない場合を示したものです。(UはUnsatisfactoryを、SはSatisfactory 即ち A+ から D- を意味します。)

	I	II	III	
1.	U.....			一学期にUを取り、二学期へ進むのは不相当と判断された場合、次年度一学期から再履修する。
2.	S	U.....		二学期にUを取り、三学期へ進むのは不相当と判断された場合、次年度二学期から再履修する。
3.	U	U.....		Uが二学期連続した場合、最初にUを取った学期から次年度再履修する。
	S	U	U	
4.	S	S	U.....	三学期にUを取った場合、三学期のみ次年度再履修する。

5. U S U..... 一学期および三学期にUを取った場合、次年度に一、二、三学期を再履修する。

但し、Freshman ComponentおよびSophomore ComponentのいずれでもGrade改善のための再履修は認められません。

4.2.4 Program-wide Tests: (プログラム共通テスト)

Program-wide Tests are given at the end of content topics and periodically in Communicative Strategies. All students in each Program take the same tests and *no ELP Program-wide make up tests will be administered for any reason.*

各々のクラスで行なわれるテストに関しては、追試が行なわれる場合もありますが、Program-wide Tests に関しては、いかなる理由（忌引など）があっても追試は行なわれません。

It is each student's responsibility to fill out the computer card used in Program-wide Tests correctly. If the computer rejects a card because it has not been correctly marked, it cannot be read and that student will receive zero for the test.

Program-wide Test information will be posted on the ELP Website and on the ELP bulletin board (see 5.1) one week before each testing day.

ELP Website Address: <http://subsite.icu.ac.jp/elp/main>

4.3 Sophomore Component Policies

Please carefully read the following Japanese descriptions of registration procedures for the ELP Sophomore Component courses.

4.3.1 Registration for Sophomore English (2 units)

二年次Sophomore English 登録に関し、次のような規則がありますのでよく注意してください。

1. Sophomore Englishの予備登録は一年次の三学期（二月上旬頃）に行なわれます。

2. Sophomore Englishは、一年次のELPが終了していなければ履修できません。従って、Program AとBの学生は予備登録をしても、三学期に一年生のコースがひとつでも不合格になれば予備登録は無効になります。
3. Sophomore English は、二年生を対象としていますので二年次から履修をすることを原則とします。ただし、転入本科生で Program C に属し、一年次三学期開始時までにはELP Freshman Component を終了してしまった学生は、クラスの人数に余裕があれば Sophomore English を登録することができます。

4.3.2 Registration for Theme Writing (2 units)

二年次 Theme Writing 登録に関し、次のような規則がありますのでよく注意してください。

1. Theme Writingの予備登録は一年次の三学期（二月上旬頃）に行なわれます。
2. Theme Writing は、一年次 Academic Reading and Writing 及びReading and Content Analysisが終了していなければ登録できません。
3. Theme Writingは段階を踏んだ多くの作業を要求される科目です。再履修すると他の科目の履修との兼ね合いが困難になり、留学、卒業、ひいては進学、就職にまで影響を及ぼします。二年次のうちに履修できるように努めて下さい。二年次に Theme Writingを履修出来ず、何度も再履修を繰り返す学生が毎年多数います。
4. Theme Writing の再履修は、必ず ELP Office に申し出なければなりません。ELP Office 承認なしの登録は取り消されます。

4.4 English Language Study beyond the ELP

Two different classes are offered for students wishing to elect further English language study. The units obtained in those classes will be counted as elective units outside the ELP. Detailed information can be found in *The Bulletin of the College of Liberal Arts, 2003-04.*

5. Useful Information

5.1 ELP Bulletin Board

Important information for ELP students about classes, schedules, and tests is posted on the ELP bulletin board in the second floor student lounge area of the ILC. Messages and announcements posted here are

from the ELP office and from teachers. You should check the board *regularly* for information relevant to your ELP classes.

5.2 Student Message Boxes

Each ELP student has an individual mailbox arranged by section in the second floor student lounge of the ILC. These mailboxes are used for distributing individual handouts and for teachers to return work to students. *You should check your mailbox regularly.*

5.3 Teachers' Message Boxes

Each teacher also has an individual mailbox situated near the elevator in the second floor student lounge of the ILC. These mailboxes may be used to hand in writing assignments. Your writing teacher will tell you how and when to use this drawer.

5.4 NP Tapes in ILC Office

Audio tapes of the ELP NP lectures are filed with the ILC office. If you want to listen to an NP lecture again, you may borrow and copy the ILC NP tape. Ask the staff in the ILC office for the NP tapes.

5.5 ICU and ELP Homepages

Additional information about ICU and the ELP may be found on the internet. There is an internal access site, open only to ICU students, staff and teachers, located at URL: w3. Direct access to the ELP homepage can be gained at <http://subsite.icu.ac.jp/elp/>. This site is increasingly used for course descriptions, course registration and information on Program-wide Tests. The "open access" URL for the university is www.icu.ac.jp. If you have ideas for improving either the internal access or open access sites, please share them with the ELP Director or the ELP office staff.

ELP Staff List

Full-time Teaching Staff

Name	Code Office	Phone	e-mail
1 Bayne, Kristofer	(By) ILC374	3394	bayne
2 Enochs, Kenneth	(En) ILC363B	3390	enochs
3 Edwards, Susan	(Ed) ILC272	3686	edwards
4 Evans, Simon	(Ev) ILC372	3211	evans
5 Farrell, Peter	(Fa) ILC365B	3370	farrell
6 Fearn, Frederick	(Fn) ILC376	3396	fearn
7 Frehan, Padraic	(Fr) ILC377	3645	frehan
8 Fujii, Akiko	(Fj) ILC371	3368	fujia
9 Fukao, Akiko (on leave until Fall)	(Fo) ILC263C	3369	fukao
10 Gallagher, Christopher	(Gg) ILC265A	3392	chris
11 Gillespie, Sandra	(Gl) ILC375	3366	gillespi
12 Hammond, Kay	(Ha) ILC378	3683	hammond
13 Hayashi, Chiyo	(Hy) ILC370	3238	hayashic
14 Homan, Robert (on leave from Spring)	(Hm) ILC263B	3348	homan
15 James, Owen	(Ja) ILC275	3371	james
16 Kirimura, Mika	(Kr) ILC278	3213	irimura
17 Kleindl, Michael	(Kl) ILC367A	3216	kleindl
18 McCagg, Peter	(Mc) ILC368A	3209	mccagg
19 Morishima, Yasunori	(Mr) ILC265C	3673	morishima
20 Moriya, Yasuyo	(Mo) ILC365A	3393	moriya
21 O'Connell, Ged	(Oc) ILC262C	3303	oconnell
22 Ohata, Kota	(Oh) ILC 274	3220	ohata
23 Payne, Sylvan	(Py) ILC 270	3221	payne
24 Pickles, David	(Pk) ILC 262B	3060	pickles
25 Riney, Timothy	(Rn) ILC261A	3214	riney
26 Shimura, Mika	(Si) ILC273	3497	shimura
27 Stein, Lynn	(St) ILC363C	3215	stein
28 Tollefson, James	(Tf) ILC263A	3580	tollefson
29 Tomiyama, Machiko	(Tm) ILC265B	3703	tomiya
30 Wadden, Paul (on leave until Fall)	(Wd) ILC365C	3210	wadden
31 Watanabe, Atsuko (on leave from Fall)	(Wb) ILC271	3395	atsuko
32 Watanabe-Kim, Izumi	(Wk) ILC373	3397	izumi
33 Yoshida, Tomoyuki (on leave from Fall)	(Yd) ILC367B	3398	yoshidat

Part-time Teaching Staff

Name	Code Office	Phone	e-mail
1 Horiguchi, Yuko (Spring, Fall, Winter)	(Hr) ILC276	3212	
2 Ishida, Natsuko (Spring)	(Is) ILC276	3212	
3 Iwasaki, Kumi (Spring, Fall, Winter)	(Iw) ILC276	3212	
4 Kishi, Kumiko (Spring, Fall, Winter)	(Ks) ILC276	3212	
5 Matsuoka, Misako (Spring, Fall, Winter)	(Mt) ILC276	3212	
6 Okamoto, Kyoko (Winter)	(Ok) ILC276	3212	
7 Sacon, Kazuko (Spring, Fall, Winter)	(Sc) ILC276	3212	
8 Shimazaki, Midori (Spring)	(Sz) ILC276	3212	
9 Shinohara, Kazuko (Spring)	(Sn) ILC276	3212	
10 Stringer, Richard (Spring, Fall, Winter)	(Sr) ILC276	3212	
11 Sugihashi, Tomoko (Spring, Fall, Winter)	(Sg) ILC276	3212	

ELP Office Staff

Okano, Rie	(Or) ILC268	3218	
Ono, Miki	(On) ILC268	3218	
Yaji, Yumiko	(Yj) ILC268	3218	
Director's Office	(Tf) ILC267A	3219	

For e-mail correspondence from outside ICU, add @icu.ac.jp.