Ak	ash	i College		Electr	ical an eering	d Computer Year 2024		
De	par	tment Goals		, ,	<u> </u>			
Cou e Cat ory	urs :eg	Course Title	Cours e Code	Credit Type	Credit s	Class Hours per Week 1st Year 2nd Year 3rd Year 4th Year 5th Year 1st 2nd 1st 2nd 1st 2nd 1st 2nd 1st 2 2 1st 2 <td< td=""><td></td><td>Divisio n in Learni ng</td></td<>		Divisio n in Learni ng
Ge ne ral	Co m pu lso ry	Japanese I-1	6101	School Credit	1	2		
Ge ne ral	Co m pu lso ry	Japanese I-2	6102	School Credit	1			
Ge ne ral	Co m pu lso ry	History-1	6103	School Credit	1	2	ARAK AWA Hiron ri	0
Ge ne ral	Co m pu lso ry	History-2	6104	School Credit	1		ARAK AWA Hiron ri	
Ge ne ral	Co m pu lso ry	Mathematics I A-1	6105	School Credit	2	4	OMO A Yasul ro	D ni
Ge ne ral	Co m pu lso ry	Mathematics I A-2	6106	School Credit	2			
Ge ne ral	Co m pu lso ry	Mathematics I B-1	6107	School Credit	1	2		
Ge ne ral	Co m pu lso ry	Mathematics I B-2	6108	School Credit	1			
Ge ne ral	Co m pu iso ry	Science I -1	6109	School Credit	1	2	TAKE CHI Masa iro	
Ge ne ral	Co m pu lso ry	Science I -2	6110	School Credit	1	2	TAKE CHI Masa iro	
Ge ne ral	Co m pu Iso ry	Physical Education I-1	6111	School Credit	1	2	GOTO H Taka uki,IS HIDA Masa mi	9
Ge ne ral	Co m pu Iso ry	Physical Education I-2	6112	School Credit	1		GOTO H Taka uki,IS HIDA Masa mi	8
Ge ne ral	Co m pu lso ry	English I A-1	6113	School Credit	1	2	AKIM TO Hiron	
Ge ne ral	Co m pu lso ry	English I A-2	6114	School Credit	1		AKIM TO Hiron	O

Ge ne ral	Co m pu lso ry	English I B-1	6115	School Credit	1	2	INOUE Hideto shi
Ge ne ral	Co m pu Iso ry	English I B-2	6116	School Credit	1		INOUE Hideto shi
Ge ne ral	Co m pu Iso ry	Introduction to Active Learning	6117	School Credit	1	2	TAKED A Naho, MIZU NO Yuki,K UBOT A Ikumi
Ge ne ral	Co m pu lso ry	Introduction to Data Science	6118	School Credit	1	2	TSUC HIDA Takay uki,NO MURA Hayat o
Ge ne ral	Co m pu lso ry	Exercise in Data Science	6119	School Credit	1		TSUC HIDA Takay uki,NO MURA Hayat o
Ge ne ral	El ec tiv e	Music-1	6120	School Credit	1	2	IZUMI Yuka
Ge ne ral	El ec tiv e	Music-2	6121	School Credit	1		IZUMI Yuka
Ge ne ral	El ec tiv e	Art-1	6122	School Credit	1	2	OHNO Ryohei
Ge ne ral	El ec tiv e	Art-2	6123	School Credit	1		OHNO Ryohei
Ge ne ral	Co m pu lso ry	Japanese I -1	6124	School Credit	3	6	KUBO TA Ikumi
Ge ne ral	Co m pu lso ry	Japanese I-2	6125	School Credit	2		KUBO TA Ikumi
Ge ne ral	Co m pu iso ry	Japanese Culture and Society	6126	School Credit	1	2	KUBO TA Ikumi
Sp eci ali ze d	Co m pu lso ry	Literacy for Disaster Risk Reduction	6127	School Credit	1		MOTO ZUKA Tomok i,YEGA NE GHEZ ELLOO
Sp eci ali ze d	Co m pu lso ry	Electric Circuits I	6128	Acade mic Credit	2	2	OHMU KAI Masat o
Sp eci ali ze d	Co m pu Iso ry	Computer Programming I	6129	Acade mic Credit	2		HIRAN O Masat sugu
Sp eci ali ze d	Co m pu lso ry	Computer Literacy A	6130	School Credit	1	2	HIRAN O Masat sugu

Sp eci ali	Co m pu	Computer Literacy B	6131	School Credit	1		HAMA DA
ze d	İso ry	,		Credit			Yukihir o
Sp eci ali ze d	Co m pu Iso ry	Fundamental Experiments of Electrical & Computer Engineering	6132	School Credit	1	2	KAJIM URA Yoshih iro,HI ROTA Atsush i
Sp eci ali ze d	Co m pu iso ry	Fundamentals of Engineering	6133	School Credit	1		KUBO TA Ikumi
Ge ne ral	Co m pu lso ry	Japanese II-1	6201	School Credit	1		TANG E Atsuko
Ge ne ral	Co m pu lso ry	Japanese II-2	6202	School Credit	1		TANG E Atsuko
Ge ne ral	Co m pu lso ry	Introduction to Global Studies	6203	School Credit	1		
Ge ne ral	Co m	Public	6204	School Credit	1		
Ge ne ral	Co m pu Iso ry	Mathematics II A-1	6205	School Credit	2		MATS UMIYA Atusi,
Ge ne ral	Co m pu Iso ry	Mathematics II A-2	6206	School Credit	2		MATS UMIYA Atusi, OMOD A Yasuhi ro
Ge ne ral	pu	Mathematics II B-1	6207	School Credit	1		TAKAT A Isao
ne	Co m	Mathematics II B-2	6208	School Credit	1		TAKAT A Isao
ne	Co m pu iso ry	Science II A-1	6209	School Credit	1		TAKEU CHI Masah iro
ne	Co m	Science II A-2	6210	School Credit	1		TAKEU CHI Masah iro,
ne	Co m	Science II B-1	6211	School Credit	1		SAKU RAI Yasuhi ro
ne	Co m pu Iso ry	Science II B-2	6212	School Credit	1		SAKU RAI Yasuhi ro
Ge ne ral	Co m pu lso ry	Physical Education II- 1	6213	School Credit	1		GOTO H Takay uki,MA EDA Tadan ori

Ge ne ral	Co m pu Iso ry	Physical Education II- 2	6214	School Credit	1	GOTO H Takay uki,MA EDA Tadan ori
Ge ne ral	Co m pu lso ry	English II A-1	6215	School Credit	1	HERBE RT John C.
Ge ne ral	Co m pu iso ry	English II A-2	6216	School Credit	1	INOUE Hideto shi
Ge ne ral	Co m pu lso ry	English II B-1	6217	School Credit	1	KITAG AWA Chiho
Ge ne ral	Co m pu Iso ry	English II B-2	6218	School Credit	1	KITAG AWA Chiho
Ge ne ral	Co m pu lso ry	Co+work I A	6219	School Credit	1	All faculty
Ge ne ral	Co m pu lso ry	Co+work I B	6220	School Credit	1	All faculty
Ge ne ral	El ec tiv e	ICT Qualification I	6221	School Credit	1	TAKEU CHI Masah iro
Ge ne ral	tiv e	Mathematics Certification I	6222	School Credit	1	OMOD A Yasuhi ro
Ge ne ral	Co m pu lso ry	Japanese II-1	6223	School Credit	2	KUBO TA Ikumi
Ge ne ral	Co m pu lso ry	Japanese II-2	6224	School Credit	1	KUBO TA Ikumi
Ge ne ral	Co m pu lso ry	Japanese Practice I	6225	School Credit	1	KUBO TA Ikumi
Sp eci ali ze d	Co m	Electric Circuits II A	6226	Acade mic Credit	2	KAJIM URA Yoshih iro
Sp eci ali ze d	Co m pu lso ry	Electric Circuits II B	6227	Acade mic Credit	2	KAJIM URA Yoshih iro
Sp eci ali ze d	Co m pu iso ry	Computer Programming II A	6228	Acade mic Credit	2	TSUC HIDA Takay uki
Sp eci ali ze d	Co m pu Iso ry	Computer Programming II B	6229	Acade mic Credit	2	HIRAN O Masat sugu
Sp eci ali ze d	Co m pu	Electrical and Electronic Measurement A	6230	School Credit	1	HOSO KAWA Atsuis hi

Sp eci ali ze d	Co m pu lso ry	Electrical and Electronic Measurement B	6231	School Credit	1	HOSO KAWA Atsuis hi
Sp eci ali ze d	Co m pu Iso ry	Microcomputer	6232	Acade mic Credit	2	NOMU RA Hayat o
Sp eci ali ze d	Co m pu Iso ry	Experiments of Electrical and Computer Engineering I	6233	School Credit	2	KAJIM URA Yoshih iro,SU YAMA Taikei, HOSO KAWA Atsuis hi,
Ge ne ral	Co m pu lso ry	Japanese III -1	6301	School Credit	1	TANG E Atsuko
Ge ne ral	Co m pu lso ry	Japanese III -2	6302	School Credit	1	
Ge ne ral	Co m pu lso ry	Political Science-1	6303	School Credit	1	
Ge ne ral	Co m pu lso ry	Political Science-2	6304	School Credit	1	
Ge ne ral	Co m pu lso ry	Mathematics Ⅲ A-1	6305	Acade mic Credit	2	MATS UMIYA Atusi
Ge ne ral	Co m pu lso ry	Mathematics Ⅲ A-2	6306	Acade mic Credit	2	MATS UMIYA Atusi
Ge ne ral	Co m	Mathematics Ⅲ B	6307	Acade mic Credit	2	
ne	Co m	Basic Mechanics	6308	Acade mic Credit	2	OGAS AWAR A Hiromi
Ge ne ral	Co m pu lso ry	Science III -1	6309	School Credit	1	SAKU RAI Yasuhi ro
Ge ne ral	Co m	Science Ⅲ -2	6310	School Credit	1	SAKU RAI Yasuhi ro
Ge ne ral	Co m pu lso ry	Physical Education III- 1	6311	School Credit	1	GOTO H Takay uki,IS HIDA Masa mi
ne	Co m pu lso ry	Physical Education III- 2	6312	School Credit	1	ISHID A Masa mi,MA EDA Tadan ori

Ge ne ral	Co m pu Iso ry	English Ⅲ-1	6313	School Credit	1	MORI MOTO Nana
Ge ne ral	Co m pu so ry	English Ⅲ-2	6314	School Credit	1	MORI MOTO Nana
Ge ne ral	Co m pu iso ry	English Conversation I-1	6315	School Credit	1	HERBE RT John C.
Ge ne ral	Co m pu lso ry	English Conversation I-2	6316	School Credit	1	HERBE RT John C.
Ge ne ral	Co m pu iso ry	Co+work II A	6317	School Credit	1	All faculty
Ge ne ral	Co m pu lso ry	Co+work II B	6318	School Credit	1	All faculty
Ge ne ral	El ec tiv e	ICT Qualification II	6319	School Credit	1	TAKEU CHI Masah iro
Ge ne ral	El	Mathematics Certification II	6320	School Credit	1	OMOD A Yasuhi ro
Ge ne ral	El ec tiv e	Overseas Training I	6321	School Credit	1	All faculty of the depart ment
Ge ne ral	Co m pu lso ry	Japanese Ⅲ-1	6322	School Credit	2	KUBO TA Ikumi
Ge ne ral	Co m pu lso ry	Japanese Ⅲ-2	6323	School Credit	1	KUBO TA Ikumi
Ge ne ral	Co m pu so ry	Japanese Practice II	6324	School Credit	1	KUBO TA Ikumi
Sp eci ali ze d	Co m pu iso ry	Electromagnetics I	6325	Acade mic Credit	2	OHMU KAI Masat o
Sp eci ali ze d	Co m pu lso ry	Circuit Theory A	6326	School Credit	1	HOSO KAWA Atsuis hi
Sp eci ali ze d	Co m pu so ry	Circuit Theory B	6327	School Credit	1	SUYA MA Taikei
Sp eci ali ze d	Co m pu lso ry	Introduction to Electrical Engineering	6328	Acade mic Credit	2	HIROT A Atsush i
Sp eci ali ze d	Co m pu iso ry	Introduction to Computer Engineering	6329	Acade mic Credit	2	TSUC HIDA Takay uki

eci ali ze	Co m pu lso ry	Digital Circuits A	6330	School Credit	1	HOSO KAWA Atsuis hi	
eci ali ze	Co m pu iso ry	Digital Circuits B	6331	School Credit	1	OHMU KAI Masat o	
eci ali ze	Pu	Experiments of Electrical and Computer Engineering II A	6332	School Credit	2	SUYA MA Taikei, HOSO KAWA Atsuis hi,HIR OTA Atsush i,	
eci ali ze	Co m pu Iso ry	Experiments of Electrical and Computer Engineering II B	6333	School Credit	2	SUYA MA Taikei, HIROT A Atsush i,	

А	kashi Co	llege	Year	-	2024		_	ourse Title	Japanese	I-1
Course	Informat	ion	•		1		ı			
Course Co	ode	6101				Course Catego	ry	General ,	Compulsory	
Class Forr	mat	Lecture				Credits		School C	redit: 1	
Departme	ent	Electrical	and Comput	er Eı	ngineering	Student Grade		1st		
Term		First Sen	nester			Classes per We	ek	2		
Textbook Teaching	Matérials	『精選現代	代の国語』(明	治書	詩院)、『精選言語文	ズ化』(第一学習	社)、	『新訂総合	国語便覧』(第	第一学習社)
Instructor										
	Objectiv									
1) 論理的 2) 文学的 3) 日常的	対な文章(論 対な文章(小 対に用いられ	説や評論) い説や随筆) いる漢字や語	の構成や展開を に描かれた人物 句を正しく理解	を かや も なし、	館にとらえ、要約する 5のの見方を表現に即 活用することができ	ることができる。 即して読み取り、 きる。	自分の	意見を述べ	ることができ	ె .
Rubric					I					
			理想的な到			標準的な到達レ	ベルの目	1安	未到達レベ	ルの目安
評価項目1			構成と展開をとらえて!	を説明要約で	明すること、大意 することができる 	構成を説明し、 きる。	要約する	ることがで	要旨は分かれない。	るが、構成をとらえら
評価項目2					とができる。	登場人物の整理だらえられる。	ができ、	主題がと		違いは把握できるが、 えられない。
評価項目3			正しく理解	し、ほ	れる漢字や語句を 日常生活や研究の することができる	日常的に用いられ 関心を持ち、吸い ることができる。	収しよう	字や語句に うと心がけ		いられる漢字や語句に 解が十分でない。
Assigne	d Depart	ment Ob	jectives							
Teaching Method										
Outline		小説や評 力を獲得	淪、古典文学な する。	ìど、	様々な文章を読むこ	ことを通して、豊	かな感	生と論理的	思考力を養い、	的確な読解力と表現
Style				本とする。随時、小テストや課題を課す。						
Notice		国語は理想評価の対象	科系科目も含め 象としない欠席)すべ [条件	くての教科の基礎であ (割合) 1/3以上のク	うることを念頭に V課	、予習	・復習を怠	らず積極的に持	受業に取り組むこと。
Charact	eristics o	of Class /	Division in	Le	arning					
□ Active	Learning		□ Aided b	y IC	T	☑ Applicable t	o Rem	ote Class	☐ Instruc Experience	tor Professionally d
Course	Dlan									
Course			Theme				Goals			
			<u>・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・</u>			 ボーーの読解		進行・進備	 物について理	解することができる
		2nd			つず」」の読解	2 2 - 2003		トの構成を		を適切に理解すること
		3rd	「「ふと」と	「思れ	つず」」の読解		内容を理解した上で、自分の意見を述べることができる			
		4th	「羅生門」の語	売解			表現に	即して内容	字を理解するこ	とができる
	1st Quarter	5th	「羅生門」の詞	売解			表現にる	即して登場	景人物の人物像	を読み取ることができ
		6th	「羅生門」の説	売解			る			
		7th	「羅生門」の詞	売解				理解し、作		分の意見を述べること
1st		8th	「羅生門」の詞	売解			作品の きる	特徴を文学	生的位置を含	めて理解することがで
Semeste r		9th	「上手い、おも	うしろ	ろい」の読解			.トに用いら ができる	られている語句	・表現を適切に理解す
		10th	「上手い、おも	5しろ	ろい」の読解		テキス ができ		とらえ、内容	を適切に理解すること
		11th	「上手い、おも	502	3い」の読解		内容を る	理解した上	で、自分の意	見を述べることができ
	2nd Quarter	12th	「枕草子」の詞	売解			文学史 る	上の評価を	理解し、文意	をとらえることができ
		13th	「枕草子」の語	売解						答えることができる
		14th	唐詩の読解				漢詩のとがで		解した上で個	々の作品を鑑賞するこ
		15th	唐詩の読解					きまりを理 価すること		々の作品を鑑賞し、作
		16th	期末試験							
Evaluati	ion Meth	od and V	/eight (%)							
試験					スト	態度		その他		Total
Subtotal		80						0		100
基礎的能力	J	80		10		10		0		100

専門的能力	0	0	0	0	0
分野横断的能力	0	0	0	0	0

Akashi College Course Information			Yea	r	2024			ourse Title	Japanese	I-2
Course	Informat	ion			•		·			
Course Co		6102				Course Categor	7	General /	/ Compulsory	
Class Forr	nat	Lecture				Credits	,	School C		
Departme	ent	Electrical a	nd Comput	er Er	ngineering	Student Grade		1st		
Term		Second Se	mester			Classes per We	ek	2		
Textbook Teaching		『精選現代	の国語』(明	月治書	院)、『精選言語》	文化』(第一学習	社)、	『新訂総合	国語便覧』(第	第一学習社)
Instructor	-									
	Objective									
1) 論理的 2) 文学的 3) 整理し	対な文章(論 対な文章(小 いた情報をも	説や評論)の い説や随筆)に らとに、主張が	構成や展開な 描かれた人物 効果的に伝	を的確 物やも りるよ	館にとらえ、要約すらのの見方を表現に こうに論理の構成や	ることができる。 即して読み取り、 展開を工夫した報	自分の 告を行	意見を述べ ったり、文	ることができ 章を作成した	る。 りすることができる。
Rubric			理想的な到	连1./	ベルの日安	標準的な到達レ/	× II.ΦF	9安	未到達レベ	11の日安
					<u></u>					
評価項目1			をとらえて	要約3	することができる 	構成を説明し、引きる。	き約する	ることかで	要旨は分かっ れない。	るが、構成をとらえら
評価項目2			的に考察す	るこ		登場人物の整理がらえられる。	ができ、	主題がと	人物造型の主題がとら	違いは把握できるが、 えられない。
評価項目3			明傩な恵兄 的文章とし ができる。	、結局で構造	命を論理的、実証 成、展開すること	明確な意見とそれを作成することが	へを表す ができる	す段落構成 る。	結論、意見 るが論理性	を設け、段落分けでき ・実証性に乏しい。
Assigne	d Depart	ment Obje	ectives							
Teachin	g Metho	d								
Outline		小説や評論力を獲得す		よど、	様々な文章を読むる	ことを通して、豊富	かな感	生と論理的	思考力を養い、	的確な読解力と表現
Style					、小テストや課題を					
Notice		国語は理科 評価の対象	系科目も含め としない欠席	かすべ 常条件	(ての教科の基礎で (割合) 1/3以上の	あることを念頭に、 欠課	. 予習	・復習を怠	らず積極的に打	受業に取り組むこと。
Charact	eristics o	of Class / D	ivision in	ı Lea	arning					
□ Active	Learning		☐ Aided b	у IC	Т	☑ Applicable to	o Remo	ote Class	☐ Instruct	tor Professionally
						1			TEXPERIENCE	
Course	Plan									
		Tł	neme				Goals			
		1st 授	業ガイダンス	ス、	「漢文脈と近代日本	」の読解		トに用いら ができる	られている語句	・表現を適切に理解す
		2nd Γ	漢文脈と近ん	弋日本	5」の読解		テキス ができ		とらえ、内容	を適切に理解すること
	3rd	3rd Γ	漢文脈と近ん	七日才	、」の読解		内容を る	理解した」	で、自分の意	見を述べることができ
	Quarter	4th Γ	蛇足」の読	解			漢文の基本的読解法を理解し、適切に音読するこ できる			
		5th Γ	論語」の読	解			内容を理解し、文化的影響をとらえることがて			
			論語」の読				適切に解釈し、教科書の設問に答えることができる			
			桃花源記」(適切に解釈し、教科書の設問に答えることができる			
2nd		8th [桃花源記」(の読剤	*					答えることができる
Semeste		9th Γ	平家物語」(の読解	# 		る			をとらえることができ
		10th Γ	平家物語」(の読解	# # 		できる			意識を理解することが
		11th Γ	平家物語」(の読解	‡ 		解する	ことができ	<u> </u>	頭に、場面の特徴を理
	4th Quarter	12th Γ	平家物語」(の読解	# #		ができ	る		分の意見を述べること
	Quant sair	13th Γ	マルジャー	ナの知	□恵」の読解		ること	ができる		・表現を適切に理解す
		14th Г	マルジャー	ナの知	恵」の読解		ができ	る		を適切に理解すること
				ナの知	恵」の読解		内容を る	理解した」	で、自分の意	見を述べることができ
			未試験							
Evaluati	ion Meth	od and We	eight (%)					1		
		試験		スト	態度		その他		Total	
Subtotal		80		10		1		0		100
基礎的能力		80		10				0		100
専門的能力		0		0		0		0		0
分野横断的	リガヒノブ	0		ıU		10		0		IU

А	kashi Co	ollege	Year	2024		Cour		History-1
Course	Informa	tion						
Course Co	ode	6103			Course Categor	ry Ger	neral /	Compulsory
Class Form	mat	Lecture			Credits	Sch	ool Cr	edit: 1
Departme	ent	Electrical a	and Computer E	ngineering	Student Grade	1st		
Term		First Seme	ester		Classes per We	ek 2		
Textbook Teaching		Shisekaish	i B(Yamakawa))				
Instructor	r	ARAKAWA	Hironori					
Course	Objectiv	es es						
2. Unders 3. Unders 4. Can co	stand the o stand and	connection be can explain Ja	tween historica apan's historica	world's modern his il events and histor I relationship with itorical perspective	rical background other Asian coui	s.		
Rubric			I		I			T.,
			Ideal Level		Standard Level			Unacceptable Level
Achievem	ent 1			end the principal world's modern eir timelines.	Generally comp principal events modern history timelines.	s in the wo		Do not fully comprehend the principal events in the world's modern history and their timelines.
Achievem	ent 2		Fully understa between histo historical back	nd the connection rical events and grounds.	Generally unde connection betweents and hist backgrounds.	ween histo	rical	Do not understand the connection between historical events and historical backgrounds.
Achievem	nent 3		Fully understa explain Japan' relationship w countries.		Generally unde explain Japan's relationship wit countries.	historical		Do not fully understand and cannot explain Japan's historical relationship with other Asian countries.
Achievem	ent 4		Fully understa consider curre world from a h perspective.	nt events in the	Generally unde consider curre world from a hi perspective.	nt events i		Do not fully understand and cannot consider current events in the world from a historical perspective.
Assigne	d Depar	tment Obje	ectives					
Teachin	g Metho	od						
Outline		this course and 20th o	e is to understa centuries, and c Il be carried ou	nd the history of M clarify the history of t using materials s	liddle East, Afric of current events uch as videos, a	a, Europe, in the wor nd historic	and A d. al sou	olutely imperative. The aim of sia, including Japan, in the 19th rces. Handouts, etc. will be
Style		distributed are expect	l as needed, bu ed to self-study	it students should y, and independen	have their textbo tly think and lea	ooks and n rn from his	otebootory.	oks ready for each class. Students
Notice				r more of classes v	vill not be eligible	e for evalu	ation.	
Charact	eristics	of Class / [<u> Division in Le</u>	earning				
☑ Active	Learning		☑ Aided by IO	СТ	☑ Applicable to	o Remote (Class	☐ Instructor Professionally Experienced
Ca	Die :-							
Course	rian				Т	6 .		
	-	<u> </u>	neme ·			Goals		
		1st In	nperialism			Can explai		
			uropean coloniz ges	ration during and a	ifter the Middle	Comprehe colonization and after to	n, inc	y understand European luding geographic facts, during ddle Ages.
		3rd TI	he Scramble for	r Africa		Incident, a	and th	Scramble for Africa, the Fashoda eir impact. Can explain the South dits historical significance.
		4th Ti	ne Opium Wars	, the Arrow War		Can explai their impa		Opium Wars, the Arrow War, and
	1st Quarter		ne Taiping Rebo ovement	ellion and the Self-	Strengthening	Can explai Strengthe	n the ning M	Taiping Rebellion, the Self- lovement, and their impact.
1st Semeste			ne Sino-Japane eform	se War / The Hund	dred Days of	Sino-Japai	nese V	Hundred Days of Reform, the Var, and their impact.
Semeste r			he Russo-Japar evolution	nese War and the >	(inhai	Can explai Japanese their impa	War, a	North China Incident, the Russo- and the Xinhai Revolution, and
		8th In	iternational Coo igh School Stuc	"JICA Essay Conte operation for Junio dents" (Midterm gr ays/forms/notes. L	r and Senior ades are	governme	nt org w boo	rnational cooperation by anizations. ks and documents from the
			he Franco-Gern ismarck's Foreig	nan War / German gn Policy	Unification /	Can explai and its im	n the	process of German Unification
	2nd Quarter	10th Ti	ne Triple Alliand	ce and Triple Enter	nte	Can explain the Triple Alliance, Triple Entente and their impact.		
		11th Ba	alkan Peninsula	/ Ethnic Mosaic		Can explai historical s	n the signific	Sarajevo Incident and its rance.

		12th	World War I / intentionalism	entions of great p	oowers and	Can explain Wo	Can explain World War I and its historical significance.			
		13th	The May Fourth M	lovement / First	United Front	Can explain the United Front, a	Can explain the May Fourth Movement, the First United Front, and their impact.			
		14th	The Manchurian I	ncident / the Xi'a	Can explain the Northern Expedition, foundation of Manchukuo, Long March, and the Xi'an Incident, and their impact.					
		15th	What can engineed development / Pro	ers do for interna eparing for the e	tional ssay contest	international re	Understand and can explain matters related to international relationships, and the current state of international development, such as JICA.			
	16th Fina			al exam						
Evaluati	on M	ethod and '	Weight (%)							
		Examination	Submissions	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal		70	20	5	5	0	0	100		
Basic Proficiency	У	70	20	5	5	0	0	100		
Specialize Proficiency		0	0	0	0	0	0	0		
Cross Area Proficiency		0	0	0	0	0	0	0		

Course Code 6104 Course Category General / Computary Class Format Section	Д	kashi Co	ollege	Year	2024		Course Title	History-2
Class Format Cecture Cecture Cecture School Crodit: 1	Course	Informa	tion	1			'	
Department Electrical and Computer Engineering Student Grade 1st	Course Co	ode	6104			Course Categor	y General	/ Compulsory
Term Second Semester Classes per Week 2	Class For	mat	Lecture			Credits	School	Credit: 1
Treathop Marterials Instructor ARAKAWA Hironori Course Objectives 1. Can comprehend the principal events in the world's modern history and their timelines. 2. Understand the connection between historical events and historical backgrounds. 3. Understand the connection between historical relationship with other Asian countries. 4. Can consider current world events from a historical perspective. Rubric Ideal Level	Departme	ent	Electrical a	nd Computer I	Engineering	Student Grade	1st	
Transhing Materials Transhing			Second Se	mester		Classes per We	ek 2	
Course Objectives 1. Can comprehend the principal events in the world's modern history and their timelines. 2. Understand and can explain Japan's historical relationship with other Asian countries. 4. Can consider current world events from a historical perspective. Rubric Ideal Level Standard Level Unacceptable Level Entity understand the principal events in the world's modern history and their timelines. Standard Level Unacceptable Level Entity understand the principal events in the world's modern history and their timelines. Achievement 2 Fully understand the connection between historical events and between historical events and historical between historical events and historical backgrounds. Achievement 3 Fully understand and can consider current events in the principal events in the world's modern history and their distance backgrounds. Fully understand and can consider current events in the principal events in the world's modern history and their distance backgrounds. Achievement 3 Fully understand and can consider current events in the professional policy of the principal events in the world's modern historical events and historical backgrounds. Achievement 4 Fully understand and can consider current events in the professional policy of the principal events in the professional policy of the principal events in the world's modern historical and can consider current events in the principal events in the principal events in the principal events in the world's modern historical events and h			Shisekaish	i B(Yamakawa))			
1. Can comprehend the principal events in the world's modern history and their timelines. 2. Understand the connection between historical events and historical backgrounds. 3. Understand and can explain Japan's historical relationship with other Asian countries. 4. Can consider current world events from a historical relationship with other Asian countries. **Rubric** Total Level	Instructo	r	ARAKAWA	Hironori				
2. Understand the connection between historical events and historical backgrounds. 4. Can consider current world events from a historical perspective. Rubric Ideal Level	Course	Objectiv	es					
Achievement 1 Fully comprehend the principal events in the world's modern instory and their timelines. Cenerally comprehend the principal events in the world's modern instory and their timelines.	2. Unders 3. Unders	stand the o stand and	connection be can explain Ja	tween historica apan's historica	al events and histor Il relationship with	rical background other Asian cou	S.	
Achievement 1 Pully comprehend the principal content of the connection of the con	Rubric							
Achievement 1 Pully understand the connection between historical events in the world's modern history and their timelines. Fully understand the connection between historical events and historical backgrounds. Generally understand the connection between historical events and historical backgrounds. Generally understand the connection between historical events and historical backgrounds. Generally understand and can explain Japan's historical relationship with other Asian countries. Fully understand and can explain Japan's historical relationship with other Asian countries. Generally understand and can explain Japan's historical relationship with other Asian countries. Generally understand and can explain Japan's historical relationship with other Asian countries. Do not fully understand and can explain Japan's historical relationship with other Asian countries. Do not fully understand and can explain Japan's historical perspective. Do not fully understand and can consider current events in the world. Do not fully understand and can consider current events in the current events in the connection between the perspective. Do not fully understand and can consider current events in the world. Do not fully understand and can consider current events in the world. Do not fully understand and can consider current events in the world. Do not fully understand and can consider current events in the world. Classes well be carried out using materials such as wides of current events in the world. Classes well be carried out using materials such as wides, and historical sources. Handouts, etc. will be distributed as needed, but students should have their textbooks and notebooks ready for each class. Students who well as a sea perspective. Do not fully understand and can consider current events in the world. Classes well be carried out using materials such as wides, and historical sources. Handouts, etc. will be distributed as needed, but students should have their textbooks and notebooks				Ideal Level		Standard Level		Unacceptable Level
Achievement 2 Delivement instorical events and historical accompanies of historical acceptance in historical perspective. Fully understand and can consider current events in the world from a historical perspective.	Achievem	nent 1		events in the	world's modern	principal events modern history	s in the world's	principal events in the world's modern history and their
Achievement 3 explain Japan's historical relationship with other Asian countries. explain Japan's historical relationship with other Asian countries.	Achievem	nent 2		between histo	rical events and	connection betweents and hist	ween historical	connection between historical events and historical
Achievement 4 consider current events in the world from a historical perspective. Assigned Department Objectives Teaching Method Outline Given that we live in a modern society, understanding modern history is absolutely imperative. The aim of this course is to understand the history of Middle East, Africa, Europe, and Asia, including Japan, in the 19th and 20th centuries, and clarify the history of current events in the world. Classes will be carried out using materials such as videos, and historical sources. Handouts, etc. will be distributed as needed, but students should have their textbooks and notebooks ready for each class. Students are expected to self-study, and independently think and learn from history. Notice Students who miss 1/3 or more of classes will not be eligible for evaluation. Characteristics of Class / Division in Learning Active Learning Di Aided by ICT Di Applicable to Remote Class Distributed as needed, but students and the confliction of India Can explain the process of the development of the Mughal Empire. The fall of the Mughal Empire and the colonization Can explain the process of the development of the Mughal Empire. The Goals Can explain the Indian Rebellion of 1857, Gandhi, and their impact. The can explain the Indian Rebellion of 1857, Gandhi, and their impact. The Grant Students of Russia since the 19th century Can explain the governing system of Russia between India and Pakistan since colonial times. The Russian Revolution Can explain the Porcess of the development of the between India and Pakistan since colonial times. The Russian Revolution Can explain the process of the development of Russia between India and Pakistan since colonial times. The Russian Revolution Can explain the process of how the Can explain the Policies of the US during the Policies of the US during the Indian Russian Significance. And The Salt March to Partition of India Can explain the Process of how the Great Depression spread, and its impact. The Great Depression / Bioc economy Can expla	Achievem	chievement 3		explain Japan' relationship w	s historical	explain Japan's relationship wit	historical	cannot explain Japan's historical relationship with other Asian
Teaching Method Outline	Achievem	nent 4		consider curre world from a l	ent events in the	consider curre world from a hi	nt events in the	cannot consider current events in the world from a historical
Given that we live in a modern society, understanding modern history is absolutely imperative. The aim of this course is to understand the history of Middle East, Africa, Europe, and Asia, including Japan, in the 19th and 20th centuries, and clarify the history of current events in the world. Style Classes will be carried out using materials such as videos, and historical sources. Handouts, etc. will be distributed as needed, but students should have their textbooks and notebooks ready for each class. Students are expected to self-study, and independently think and learn from history. Notice Students who miss 1/3 or more of classes will not be eligible for evaluation. Characteristics of Class / Division in Learning Active Learning Division in Learning Theme Goals Theme Goals The fall of the Mughal Empire and the colonization Can explain the process of the development of the Mughal Empire. The fall of the Mughal Empire and the colonization Can explain the process of the development of the Mughal Empire. The fall of the Mughal Empire. Can explain the process of the development of the Mughal Empire. The Formation of the Indian National Congress / Can explain the Indian Rebellion of 1857, Gandhi, and their impact. The Salt March to Partition of India Can explain the normal Pakistan since colonial times. The Russian Revolution Can explain the governing system of Russia before the Russian Revolution. The Russian Revolution Can explain the Operating System, Washington System, and their historical significance. The America's prosperity / Roaring Twenties Can explain the Policies of the US during the 1920s. The Great Depression / Bloc economy Can explain the Policies of the US during the 1920s. The establishment of Nazi Germany Can explain the Indian Repolution of Poland, World War II and their impact. The establishment of Nazi Germany Can explain the Process of how the Nazi were created and why Germany accepted them. The establishment and breakthrough of the Can explain the process of how the Nazi wer	Assigne	d Depar	tment Obje	ectives				
this course is to understand the history of Middle East, Africa, Europe, and Asia, including Japan, in the 19th and 20th centuries, and clarify the history of current events in the world. Style	Teachin	ig Metho	d					
distributed as needed, but students should have their textbooks and notebooks ready for each class. Students are expected to self-study, and independently think and learn from history. Students who miss 1/3 or more of classes will not be eligible for evaluation.	Outline		this course and 20th c	e is to understa centuries, and o	and the history of M clarify the history o	liddle East, Afric f current events	a, Europe, and in the world.	Asia, including Japan, in the 19th
Course Plan Theme The fall of the Mughal Empire and the colonization and their impact. Instructor Professionally Experienced Soals The fall of the Mughal Empire and the colonization and their impact. Instructor Professionally Experienced Soals The fall of the Mughal Empire and the colonization and their impact. In the formation of the Indian National Congress / The establishment and breakthrough of the Soal Applicable to Remote Class Soals Can explain the process of the development of the Mughal Empire. Can explain the Indian Rebellion of 1857, Gandhi, and their impact. Can explain the Indian Rebellion of 1857, Gandhi, and their impact. Can explain the Jordan Pakistan since colonial times. Can explain the Great Depression / Bloc economy Can explain the Versailles System, Washington System and Washington System and the League of Nations, and their historical significance. Can explain the Policies of the US during the 1920s. Can explain the Policies of the US during the 1920s. The Great Depression / Bloc economy Can explain the Poices of how the Great Depression spread, and its impact. Can explain the Process of how the Nazi were created and why Germany accepted them. The establishment of Nazi Germany Can explain the Invasion of Poland, World War II and their impact. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Pevents of 1949, the Sino-Soviet	Style		distributed	ed as needed, but students should have their textbooks and not cted to self-study, and independently think and learn from histo				ooks ready for each class. Students
Zourse Plan Image: Image						vill not be eligibl	e for evaluation	1.
Course Plan Theme Soals The fall of the Mughal Empire and the colonization of India Petween India and Pakistan since colonial times. The Salt March to Partition of India Defree the Russian Revolution. The Russian Revolution The Russian Revolution Can explain the process of the development of the Mughal Empire. Can explain the Indian Rebellion of 1857, Gandhi, and their impact. The Formation of the Indian National Congress / Can explain the Indian Rebellion of 1857, Gandhi, and their impact. The Salt March to Partition of India Detween India and Pakistan since colonial times. Can explain the governing system of Russia before the Russian Revolution. Can explain the March Revolution and November Revolution, and their historical significance. Can explain the Versailles System, Washington System Other America's prosperity / Roaring Twenties The Great Depression / Bloc economy Can explain the Policies of the US during the 1920s. The Great Depression / Bloc economy Can explain the Process of how the Great Depression spread, and its impact. Can explain the process of how the Nazi were created and why Germany accepted them. Can explain the Invasion of Poland, World War II 12th The Cold War The establishment and breakthrough of the Can explain the Proxess of 1949, the Sino-Soviet	Charact	eristics	of Class / D	<u> Division in Le</u>	earning	1		
Theme Goals	☑ Active	Learning		☑ Aided by I	CT	☑ Applicable to	o Remote Class	
Theme Goals	Course	Plan						
1st		T	Th	neme			Goals	
2nd The formation of the Indian National Congress / Can explain the Indian Rebellion of 1857, Gandhi, and their impact. 3rd The Salt March to Partition of India Can explain Gandhi's movement and the conflict between India and Pakistan since colonial times. 4th Reforms of Russia since the 19th century Can explain the governing system of Russia before the Russian Revolution. 5th The Russian Revolution Can explain the March Revolution and November Revolution, and their historical significance. 6th Versailles System and Washington System System, and the League of Nations, and their historical significance. 7th America's prosperity / Roaring Twenties Can explain the Policies of the US during the 1920s. 8th Pax Americana Can explain the Policies of how the Great Depression spread, and its impact. 10th The Great Depression / Bloc economy Can explain the process of how the Nazi were created and why Germany accepted them. 11th World War II Can explain the Invasion of Poland, World War II and their impact. 12th The Cold War Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. The establishment and breakthrough of the Can explain the events of 1949, the Sino-Soviet			1ct Th	ne fall of the M	ughal Empire and t	he colonization		
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Ath Quarter 4th Reforms of Russia since the 19th century 5th The Russian Revolution 6th Versailles System and Washington System 7th America's prosperity / Roaring Twenties 8th Pax Americana 9th The Great Depression / Bloc economy 10th The establishment of Nazi Germany 4th Quarter 4th Quarter 4th Quarter 4th Quarter 4th Quarter 4th The Cold War 12th The establishment and breakthrough of the 12th The establishment and breakthrough of the 12th The establishment and breakthrough of the Can explain the governing system of Russia before the Russian Revolution. Can explain the March Revolution and November Revolution, and their historical significance. Can explain the Policies of the US during the 1920s. Can explain the Policies of the US during the 1920s. Can explain the process of how the Great Depression spread, and its impact. Can explain the process of how the Nazi were created and why Germany accepted them. Can explain the Invasion of Poland, World War II and their impact. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Policies of the US during the 1920s. Can explain the process of how the Great Depression spread, and its impact. Can explain the Invasion of Poland, World War II and their impact. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the explain the Events of 1949, the Sino-Soviet								
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2nd Semeste r 6th Versailles System and Washington System System, and the League of Nations, and their historical significance. 7th America's prosperity / Roaring Twenties Can explain the Policies of the US during the 1920s. 8th Pax Americana Can explain the Pax Americana. 9th The Great Depression / Bloc economy Can explain the process of how the Great Depression spread, and its impact. 10th The establishment of Nazi Germany Can explain the process of how the Nazi were created and why Germany accepted them. 11th World War II Can explain the Invasion of Poland, World War II and their impact. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance.			5th Th	ne Russian Rev	olution		Can explain th	e March Revolution and November
Semeste r 7th America's prosperity / Roaring Twenties 8th Pax Americana Can explain the Policies of the US during the 1920s. 8th Pax Americana Can explain the Pax Americana. Can explain the process of how the Great Depression spread, and its impact. 10th The establishment of Nazi Germany Can explain the process of how the Nazi were created and why Germany accepted them. 11th World War II Can explain the Invasion of Poland, World War II and their impact. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. The establishment and breakthrough of the Can explain the events of 1949, the Sino-Soviet	2nd		6th Ve	ersailles Syster	n and Washington	System	Can explain th System, and tl	e Versailles System, Washington ne League of Nations, and their
8th Pax Americana Can explain the Pax Americana. 9th The Great Depression / Bloc economy Can explain the process of how the Great Depression spread, and its impact. 10th The establishment of Nazi Germany Can explain the process of how the Nazi were created and why Germany accepted them. 11th World War II Can explain the Invasion of Poland, World War II and their impact. 12th The Cold War Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. 13th The establishment and breakthrough of the Can explain the events of 1949, the Sino-Soviet	Semeste		7th Ar	merica's prospe	erity / Roaring Twe	enties	Can explain th	
9th The Great Depression / Bloc economy Can explain the process of how the Great Depression spread, and its impact. 10th The establishment of Nazi Germany Can explain the process of how the Nazi were created and why Germany accepted them. 11th World War II Can explain the Invasion of Poland, World War II and their impact. 12th The Cold War Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. 12th The establishment and breakthrough of the Can explain the events of 1949, the Sino-Soviet			8th Pa	x Americana				e Pax Americana.
4th Quarter 10th The establishment of Nazi Germany Can explain the process of how the Nazi were created and why Germany accepted them. Can explain the Invasion of Poland, World War II and their impact. 12th The Cold War The establishment and breakthrough of the Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the events of 1949, the Sino-Soviet					ssion / Bloc econor	my	Can explain th	e process of how the Great
4th Quarter 11th World War II 12th The Cold War The establishment and breakthrough of the Can explain the Invasion of Poland, World War II and their impact. Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. Can explain the events of 1949, the Sino-Soviet			10th Th	ne establishme	nt of Nazi Germany	/	Can explain th	e process of how the Nazi were
12th The Cold War Can explain the Berlin Blockade, Cuban Missile Crisis, and their historical significance. 12th The establishment and breakthrough of the Can explain the events of 1949, the Sino-Soviet			11th W	orld War II			Can explain th	e Invasion of Poland, World War II
The establishment and breakthrough of the Can explain the events of 1949, the Sino-Soviet			12th Th	ne Cold War			Can explain th	e Berlin Blockade, Cuban Missile
1 1 CODE 3 (COORD OF CAUSE) (2000 7000 1000 1000 1000 1000 1000 1000			13th Th	ne establishme	nt and breakthroug c of China	gh of the	Can explain th	e events of 1949, the Sino-Soviet

		14	th C	ultural Revolution	n / Chinese econo	omic reform	Can explain the C Revolution, Chine of Hong Kong, ar	Great Leap Forwa ese economic refo nd their impact.	rd, Cultural orm, Handover
		15		odern history of reparing for a stu	the Korean Penir udy tour	nsula /	Can explain the r Peninsula.	modern history of	the Korean
		16	th Fi	nal exam					
Evaluati	on M	ethod	and We	eight (%)					
		Examir	nation	Submissions	Mutual Evaluations between students	Behavior	Portfolio	Other	Total
Subtotal		70		20	5	5	0	0	100
Basic Proficiency	У	70		20	5	5	0	0	100
Specialize Proficiency	d y	0		0	0	0	0	0	0
Cross Area Proficiency		0		0	0	0	0	0	0

A	Akashi Colle Course Information		Year	2024		Course Title	Mathematics I A-1		
Course	Informa	tion					•		
Course C	ode	6105			Course Catego	ory Gener	al / Compulsory		
Class For	mat	Lecture			Credits	Schoo	l Credit: 2		
Departme	ent	Electrica	l and Computer E	ngineering	Student Grade	e 1st			
Term		First Ser	nester		Classes per W	eek 4			
	Materials		学 改訂版 高遠館	うきまか著(大日本	図書)、同問題集				
Instructo		_	Yasuhiro						
1) 数と式 2) 方程式	Objectiv の計算を理 と不等式を グラフを理	 解し、計算す 理解し、解く	することができる。 くことができる。 ことができる。						
Rubric									
			理想的な到達レ	ベルの目安	標準的な到達レ	バルの目安	未到達レベルの目安		
1) 数と式 ることがで	の計算を理	解し、計算す	数と式の計算を	することができる	数と式の計算を	理解できる。	数と式の計算を理解できない。		
2) 方程式 ことができ	と不等式を きる。	理解し、解く	大程式と不等式 る。	を解くことができ	方程式と不等式	を理解できる。	方程式と不等式を理解できない。		
		tment Ob	ojectives						
Teachir	ng Metho	od							
Outline							要な数学の基礎を身につける。		
Style			沿って講義や質問を						
Notice		しい。	をきちんとすること 象としない欠席条件			「ること。問題集	[などを利用して自主的に勉強してほし		
Charact	teristics (Division in Le		> \psi\				
	Learning	<u> </u>	☑ Aided by IC		☐ Applicable to Remote Class ☐ Instructor Professional Experienced				
Course	Dlan		·						
Course	Piaii		 Theme			Goals			
		1st	数と式の計算			+	する。また、整式の加法・減法・乗法の		
		2nd	数と式の計算			指数法則や展開な因数分解を	開公式を使うことができる。また、簡単 することができる。		
			数と式の計算			を使って高次領	計算することができる。また、因数定理 多項式を因数分解することができる。		
		4th	数と式の計算			分数式の加減乗除の計算ができる。			
	1st Quarter	5th	数と式の計算			実数・絶対値の意味を理解することができる。また、 複素数の相等を理解し、その加減乗除の計算ができる。。。			
		6th	総括			試験により学習内容の定着度を確認し、振り返りを行う。			
1st Semeste		7th	方程式と不等式			2次方程式を解くことができる。解と係数の関係式を える。			
r		8th	方程式と不等式			無理方程式を解	解くことができる。また、分数方程式・ 解くことができる。		
		9th	方程式と不等式			また、いろいる	ン、部分分数分解をすることができる。 ろな等式の証明をすることができる。		
		10th	方程式と不等式			解くことができ	解くことができる。また、2次不等式を きる。不等式の証明をすることができる		
	2nd	11th	方程式と不等式				集合を求めることができる。		
	2nd Quarter	12th	方程式と不等式				判定することができる。		
		13th	総括			試験により字記 う。	習内容の定着度を確認し、振り返りを行		
		14th	総括				i i i i i i i i i i i i i i		
		15th	展望			今後学ぶ内容を	を展望する。		
		16th	なし						
Evaluation Method and Weight (%)									
		試験	È	課題発表	i	出席・学習状況	Total		
Subtotal		30		40	3	30	100		
基礎的能力	b	30		40		30	100		
専門的能力		0		0	()	0		
分野横断的	勺能力	0		0	()	0		

1 '	Akashi Co	ollege	Year	2024		Course Title	Mathematics I A-2
Course	Informa	tion				•	
Course C	ode	6106			Course Category	/ General	/ Compulsory
Class For	mat	Lecture			Credits	School (Credit: 2
Departm	ent	Electrical	and Computer E	ngineering	Student Grade	1st	
Term		Second S	emester		Classes per Wee	k 4	
	Matérials	Fundame	ntal Mathematic	s (Dai Nihon Tosho)		
Instructo							
1) To uno 2) To uno 3) To uno	Objective derstand a derstand e derstand the	nd functions	and graphs, and logarithmic for of the number of	d be able to use the unctions, and be ab of possible outcome	em. ble to use them. es and probability	, and be able	to calculate them.
Rubric			Ideal Level		Ctandand Laval		Line acoutable Level
			Ideal Level Can understand and functions		Standard Level		Unacceptable Level
Achieven	nent 1			nd and functions nd be able to use	Can understand and graphs.	and functions	Can nt understand and functions and graphs.
Achieven	nent 2			nd exponential and nctions, and be em.	Can understand logarithmic func		Can not understand exponential and logarithmic functions.
Achieven	nent 3		the number of	probability, and	Can understand the number of p outcomes and p	ossible .	of Can not understand the principles of the number of possible outcomes and probability.
Assigne	<u>ed Depa</u> r	tment Ob	jectives				
Teachir	ng Metho						
			ctive is to develo	p basic mathemati	cal formulas and	logical thinkin	g skills and acquire the
Outline				atics necessary in o			
Style		Students		epare for the class of study in groups du poffered.			
Notice		Study ind	lependently by u be given in one (ising problem collec	ctions.		nd unanswered, but ask questions.
Charac	teristics		Division in Le				•
	Learning	or class y		☑ Aided by ICT ☑ Applicable to			☐ Instructor Professionally Experienced
Course	Plan						
			Гһете			Goals	
		1st F	- unctions and gr			Incluore to the	
				aphs	S	summer home understand the	first semester final exam and a work test will be given. Also, can relationship between quadratic quadratic inequalities.
I		2nd F	- unctions and gr	· 	S L f f	summer home understand the unctions and o Can move grap Also, can draw	work test will be given. Also, can relationship between quadratic
			Functions and gr	aphs	S L f C A C	summer home understand the unctions and of the unctions and of the unctions are draw distinguish bet the unctions are draw grap the unctions are draw grap are under the unctions are draw grap to the unctions are draw grap are under the unctions are draw grap are unctions are draw grap are unctions are draw grap are unctions are	work test will be given. Also, can relationship between quadratic quadratic inequalities. This symmetrically and scale them, graphs of power functions and
	3rd Quarter	3rd F		aphs	S L C C C S f	summer home understand the unctions and of can move graphs, can draw distinguish bet can draw graphsolve inequalitiunctions. Can draw graphs of draw graphs of can draw graphs of the unctions of the unction	work test will be given. Also, can e relationship between quadratic quadratic inequalities. whis symmetrically and scale them. graphs of power functions and ween even and odd functions. hs of fractional functions. Also, can es using graphs of fractional hs of irrational functions. Also, can inverse functions.
2nd		3rd F	Functions and gr	aphs	s t f C C S f C	summer home understand the unctions and of Can move graph distinguish bet Can draw graph solve inequalitiunctions. Can draw graphs of Can find the pocar and the pocar an	work test will be given. Also, can e relationship between quadratic quadratic inequalities. This symmetrically and scale them, graphs of power functions and ween even and odd functions. This of fractional functions. Also, can es using graphs of fractional This of irrational functions. Also, can
2nd Semeste r		3rd F 4th F 5th E	Functions and gr Functions and gr Exponential and	aphs aphs aphs	s f f C C S f f C C	summer home understand the unctions and of Can move graph distinguish bet Can draw graph colve inequalitiunctions. Can draw graph of Can find the power of the p	work test will be given. Also, can e relationship between quadratic quadratic inequalities. This symmetrically and scale them, graphs of power functions and ween even and odd functions. This of fractional functions. Also, can es using graphs of fractional This of irrational functions. Also, can inverse functions. The object of the state
Semeste		3rd F 4th F 5th E	Functions and gr Functions and gr Exponential and	aphs aphs aphs logarithmic function	s l f	summer home understand the unctions and of Can move graphlso, can draw distinguish bet Can draw graphlso, can draw graphlso, can draw graphlso of Can find the power of the po	work test will be given. Also, can erelationship between quadratic quadratic inequalities. This symmetrically and scale them, graphs of power functions and ween even and odd functions. This of fractional functions. Also, can es using graphs of fractional functions. Also, can inverse functions. The object of the symmetric forms of the extension of the exponential of the extension of the exponential
Semeste		3rd F 4th F 5th E 6th E	Functions and gr Functions and gr Exponential and Exponential and	aphs aphs aphs logarithmic function	ns (A	summer home understand the unctions and of Can move graphs, can draw distinguish bet Can draw graphs of Can draw graphs of Can find the power of the	work test will be given. Also, can e relationship between quadratic quadratic inequalities. In symmetrically and scale them. graphs of power functions and ween even and odd functions. In so fractional functions. Also, can es using graphs of fractional In so firrational functions. Also, can inverse functions. In addition, a CBT test tered to check for learning In the extension of the exponential draw graphs of exponential Itions and inequalities for an exponential can perform simple calculations. In soformation formulas for the base. graphs of logarithmic functions.
Semeste		3rd F 4th F 5th E 6th E 7th E	Functions and gr Functions and gr Exponential and Exponential and Exponential and	aphs aphs logarithmic function logarithmic function	ns (Constitution of the constitution of the co	summer home understand the unctions and of Can move graphs, can draw graphs of Can solve equal exponential functions. Can solve equal exponential functions. Can understan and Can use the tradso, can draw Can use the tradso, can draw Can solve equal can	work test will be given. Also, can e relationship between quadratic quadratic inequalities. This symmetrically and scale them, graphs of power functions and ween even and odd functions. This of fractional functions. Also, can es using graphs of fractional This of irrational functions. Also, can inverse functions. The object of the exponential draw graphs of exponential draw graphs of exponential draw graphs of exponential draw graphs of exponential can perform simple calculations.
Semeste		3rd	Functions and gr Functions and gr Exponential and Exponential and Exponential and	aphs aphs aphs logarithmic function logarithmic function logarithmic function logarithmic function	ns (Constitution of the constitution of the co	summer home understand the unctions and of Can move graphs, can draw distinguish bet Can draw graphs of Can find the power of the power	work test will be given. Also, can e relationship between quadratic quadratic inequalities. This symmetrically and scale them, graphs of power functions and ween even and odd functions. This of fractional functions. Also, can es using graphs of fractional This of irrational functions. Also, can inverse functions. The object of the exponential draw graphs of exponential draw graphs of exponential draw graphs of exponential can perform simple calculations. The object of the exponential draw graphs of logarithmic functions. The object of the exponential can perform simple calculations. The object of the exponential can perform simple calculations. The object of the exponential can perform simple calculations. The object of the exponential can perform simple calculations.

		12th	Numbe	er of cases			Can obtain t	he circular permuta e combinations.	tions. Also, can
		13th	Numbe					he various combina apping permutations	
		14th	Numbe				Can understand and use the binomial theorem. Also, CBT (Headquarters) will be conducted.		
		15th	Basics				Can compute understand	e simple probabilitie and calculate condit	es. Also can ional probabilities.
	16th Exam		Exam	xam			Confirmation of the studies		
Evaluation	on Met	hod and	Weight (%)						
		Examination	on	Comprehension Test	Review Teat	Assig	nments	Attendance points	Total
Subtotal		25		20	25	15		15	100
Basic Profi	ciency	25		20	25	15		15	100
Specialized Proficiency		0		0	0	0		0	0
Cross Area Proficiency	-	0		0	0	0		0	0

А	kashi	College		Year	2024			ourse Title	Mathematics	I B-1
Course 1	Inforn	nation								
Course Co	ode	6107				Course Categor	У		Compulsory	
Class Forr		Lectur				Credits		School Cre	edit: 1	
Departme	ent			d Computer Er	ngineering	Student Grade		1st		
Term	17	First S	emest	ter		Classes per Wee	ek	2		
Textbook Teaching			:「新	基礎数学」大E	日本図書高遠他:「新	所 基礎数学 問題	19集」プ	*日本図書		
Instructor										
Course	Object	ives								
To unders	stand ar	nd solve pro	blems	related to trig	onometric function	ons, figures, equa	ations,	and seque	ences.	
Rubric										
				deal Level	Standard Level			Unacceptable Le	evel	
1)Trigono	1)Trigonometric functions		fi	Can fully understand the definition of trigonometric function and competently solve problems using trigonometric functions.		Can understand trigonometric fu problems using functions.	ınction	and solve	Can not underst definition of trig function or solve using trigonome	onometric e problems
Assigne	d Dep	artment (Objec	ctives						
Teaching Method										
Outline		To lea	rn abc	out trigonomet	ric functions. Lea	rn the fundamen	tals of	mathemat	cics required in co	ollege.
Style				problem-solvi						
Notice		Prepar	ation ences	and review of will be excused	the content learn I.	ed are indispensa	able.			
Characte	eristic			vision in Lea						
☑ Active				Aided by IC		☑ Applicable to	Remo	ote Class	☐ Instructor Pi Experienced	rofessionally
Course	Plan									
				Theme Triangle ratio and its application			Goals			
		1st	Tria	ingle ratio and	its application				triangle ratio.	
		2nd	Tria	ingle ratio and	its application		can ca ratio.	ilculate the	obtuse angle tri	gonometric
		3rd	Tria	angle ratio and		theore	m.	e problem using		
	1st	4th	Tria	ingle ratio and		Can so theore		e problem using	the cosine	
	Quarte	r 5th	Sun	nmary						
		6th	Trig	onometric fun	ction	1	Can calculate the value of an angle using the trigonometric functions. Can express angles uthe arc method.			e using the ess angles using
		7th	Trig	Jonometric fun	ction		Can explain the interrelationship and natu trigonometric functions.			and nature of
1st Semeste		8th	Trig	jonometric fun	ction				ph of a trigonom	
r		9th	Trig	onometric fun	ction		Can so inequa		angular equation	and triangular
		10th	Sun	nmary				lve proble	ms related to the	content
		11th	Add	litive theorem	and its application	,	Can ca		gonometric ratio (using the
	2nd Quarte	r 12th	Add	litive theorem	and its application	n	Can de etc. Ar	erive the fo	rmula of the sun	n of products, m.
	2.2	13th	Add	litive theorem	and its application				rigonometric fund	
		14th	Add	litive theorem	and its application		Can so learne		ms related to the	content
		15th	Sun	nmary				lve proble	ms related to the	content
		16th	non	ie						
Evaluati	on Me	thod and	Wei	ght (%)	_					
	1	Examination	n P	resentation	Mutual Evaluations between students	Behavior	Portfo	olio	Other	Total
Subtotal		40	3	80	0	30	0		0	100
Basic Proficiency	У	40	3	30	0	30	0		0	100
Specialize Proficiency)	C)	0	0	0		0	0
Cross Area Proficiency		0	O)	0	0	0		0	0

A	Akashi	Coll	ege	Year	2024			ourse Title	Mathematics	I B-2		
Course	Inforr	nati	on									
Course C	ode		6108			Course Catego	ry	General /	Compulsory			
Class For	mat		Lecture			Credits		School C	redit: 1			
Departme	ent			and Computer E	ngineering	Student Grade		1st				
Term			Second Se	emester		Classes per We	ek	2				
Textbook Teaching	Matéria		高遠他:「新	所 基礎数学」大[日本図書高遠他:「	新 基礎数学 問	題集」ス	*日本図書				
Instructo		4.5										
Course												
	stana a	na so	olve probler	ns related to trig	jonometric functi	ons, figures, equ	iations,	and sequ	ences.			
Rubric				T								
1)Equation	1)Equations and graphs			Ideal Level Can fully under relationship betand graphs, an problems relate lines and guadr	Standard Level Can sufficiently relationship be and graphs, an problems relationes and quadi	under tween nd solv	equations e traight	Unacceptable L Can not unders relationship bet and graphs, or related to straig quadratic curve	tand the ween equations solve problems oht lines and			
2)sequen	2)sequences			Can fully under	stand and sum m of a sequence	Can understar general term o			Can not unders			
Assigne	Assigned Department Obje			ectives								
Teachin	ng Met	<u>ho</u> d										
Outline			To learn a	bout trigonomet	ric functions, figu	ures and their eq	uations	s, and seq	uences. Learn the	fundamentals		
				natics required in	J -							
Style			.	ith problem-solv		and are indicates	ablo					
Notice			7 absence	s will be excused	d.	ned are indispens	auie.					
Charact	teristic	cs of	Class / [Division in Lea	arning							
☑ Active	☑ Active Learning			☑ Aided by IC	Г	☐ Applicable to Remote Clas		ote Class	☐ Instructor P Experienced	rofessionally		
Course	Plan											
			Т	heme			Goals					
		1	.st P	Point and Straight line				alculate th or division	e centroid of a tri point.	angle, and the		
		2	2nd P	oint and Straight	line		Can ca	alculate th	e line equation.			
		3	Brd P	oint and Straight	line		condit	ions of pa	ear equations sat rallel or Vertical li	neś.		
	3rd		lth S	ummary			Can so learne		ems related to the	e content		
	Quarte	er 5	ith Q	uadratic curve c	ircle				rcle equation.			
		ϵ	oth Q	uadratic curve c	ircle		Can solve the ellipse equation and calculate the approximate shape.					
		7	'th Q	uadratic curve c	ircle		Can solve the parabolic equation and calculate the approximate shape, and the hyperbolic curve.					
		8	8th Q	uadratic curve c	ircle				ngent of a quadra			
2nd Semeste r		ç	th Q	uadratic curve c	ircle			now the ai	rea represented b			
		1	.0th S	ummary			Can so learne	olve proble d.	ems related to the	content		
		1	.1th S	equence				alculate thession.	e general term of	an arithmetic		
	4th		.2th S	equence			Can ca		e general term of	an arithmetic		
	Quarte	1	.3th S	equence			Can ca	alculate th	e sum of various	sequences.		
		1	.4th S	equence			Can c formu induct	la and car	ne general term o prove it using m	f the recurrence athematical		
		1	.5th S	h Summany					Can solve problems related to the content learned.			
	<u></u>	_	.6th n	th none								
Evaluat	ion M			and Weight (%)								
Examina			Presentation	Mutual Evaluations between students	Behavior	Portf	olio	Other	Total			
Subtotal		40		30	0	30	0		0	100		
Basic		40		30	0	30	0		0	100		
Proficienc	СУ	-1 U		30	١٥	130			١٠	100		

Specialized Proficiency	0	0	0	0	0	0	0
Cross Area Proficiency	0	0	0	0	0	0	0

Akashi Coll	ege	Year	2024		Course Title	Science I -1		
Course Information	on				•			
Course Code	6109			Course Categor	y General	/ Compulsory		
Class Format	Lecture			Credits	School C	redit: 1		
Department	Electrical a	and Computer Er	ngineering	Student Grade	1st			
Term	First Seme	ester		Classes per Wee	ek 2			
Textbook and/or Teaching Materials	総合物理 1	-力と運動・熱- (数研出版) , 新課程	リードa 物理基礎	をできます きゅうだい かいだい かいまい かいまい かいまい かいまい かいまい かいまい かい	反)		
Instructor	TAKEUCH1	I Masahiro						
Course Objective	S							
 Understand the cor Understand the cor Understand the cor Calculations. 	ncept of ve	ctor and compor	ent, and use ther	n properly.		concepts and perform basic		
Rubric								
		Excellent		Good		Insufficient		
Achievement 1		Understand the significant figur and handle the	concept of es and units, m appropriately.	Can handle sign and units appro		Doesn't understand the concept of significant figures and units, and can't handle them appropriately.		
chievement 2		Understand the vector and com them properly.	concept of ponent, and use	Can use vector properly.	and componen	Doesn't understand and can't use vector and component.		
Achievement 3		Understand the dynamics of the quantity, and b those concepts basic calculation	e physical e able to explain and perform	Understand the dynamics of the quantity.		Doesn't understand the concept of the dynamics of the physical quantity.		
Assigned Departr	nent Obj	ectives						
Teaching Method								
Outline	perseveral speed and necessary units. The assignmer and conse caused by equations Next, the a total rev The stude 4: To under through the of all the conservations are supported by the student of all the conservations.	nt and don't give I acceleration, to to understand the students will lead to task preparated the exercise of a in dynamics 4. It students will students will students must pay atterstand constant the will use simple the study of the lead dynamic phenometric will control to the lead dynamic phenometric will use simple the lead dynamic phenometric will use simple study of the lead dynamic phenometric will use simple the lead dynamic phenometric will use simple the lead dynamic phenometric will use simple the lead dynamic phenometric will be successed to the lead dynamic phenometric will be successed dynamic will be successed dynam	e up. Dynamics 1 pics learned at jur ne trigonometric furn how to study be tion research note all phenomena. For a force and influer bynamics 3: to ur dy energy conservantities learned ention to the difference of the control of the difference of the control of	: To understand hior high school. vunctions. Also, was themselves thes), etc. Dynamior example, accenced by mass. The high school of the stude are to learn to learn to learn to learn by the equation and material by the equation	the vector condition. To explain the will be guided to income the students will be which is a quantomentum consents will be prepared energy, the study of two arn about sound tion by Newton To explain the study of two arn about sound the sund the study of two arn about sound the study of two arns about sound the study of the study of two arns are study of two arns are study of two arns are study of two are study of the study of the study of two are study of the study of the study of the study of two are study of the study of the study of two are study o	ut à difficult topic, to be cept. The contents used here are components of a vector is o handle significant figures and ks, such as self-learning, doing tand the relation between cause ed in dynamics 1) is the result, learn more about movements intitative concept of lever principle. Servation law. Here, by conducting pared to comprehend dynamics 4. Lat are easily confused. Dynamics odimensional. As an application, dight waves. Furthermore, at the students will become aware make the students perceive that if		
During each lesson (90 minutes) in the first half the teacher will explain the contents from the second half the students will participate in group-specific activities and solve from the textbook. The students are required to read the textbooks in advance, to mal smooth and meaningful. Also, to acquire problem-solving and presentation style, we read the support web page and videos. In the future, physical reversal classes will be abolis should focus on preparation for the classes from the beginning. Assignment: The student submit their "problem research note." The note contains explanations of the background problem and not be used as a tool to show how much the student had studied. It also term vacations periods of study time. Test: The test problems are from high school physical problem is preserved, numbers and way of solving are changed), to avoid different between students and teacher, original questions elaborated by the teacher are not us course is centered on the problems from the textbook, in addition to other learning may and the web page task, etc. The students should understand the textbook from corner party external evaluation system. In addition to the teachers' commentary, extra hand as a reference. I can solve Ichi's problems! This fact and feeling will give confidence to activities inside and outside the campus.				es and solve problems together nce, to make team activities style, we recommend the use of ill be abolished, so the students if the students have to make and e background and essence of each lied. It also should include longth school physics book (the style of bid difference of interpretation are not used. In resume, this learning materials as the videos from corner to corner, as a thirdextra handouts may be distributed				
Notice	Re-examir In junior h of the giar animation understan	nation: No retest nigh school, stud- nts, are not only may lead to erro ding of physical	ing ents think about s inefficient but also oneous concepts (phenomena. By a	5 absences we comething from zo blaspheme. In simple concept) cquiring the "sty	ill be excused. zero. Learners of the learning of and sometimes le" of thinking of	m/s.akashi.ac.jp/physics/ who do not stand on the shoulder physics, images from comics and s interfere with correct developed by predecessor physics, cions and pseudoscience!		
Characteristics of	Class / [Division in Lea	arning					
☑ Active Learning		☑ Aided by IC	Г	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced		
Course Plan								
	T	heme			Goals			

		1st	Calculate sum difference of vector (p6 - p13)	components	Can explain text	pook's problems 2,3,4.	
		2nd	Vector subtraction and relative velo (p14 - p18)	ocity	Can explain text	pook's problems 5,7,8.	
		3rd	3 equations of equal acceleration li and it's exercises (p19 - p25)	3 equations of equal acceleration linear motion and it's exercises (p19 - p25)		pook's problems 11,12,13.	
	1st Quarter	4th	Gravity acceleration measurement (experiment hand out)	experiment	Execute the expeasing	eriment safely and submit the ne.	
		5th	Powers and significant figures (p24	11-p244)	Can explain text	pook's problems 21,22, 23	
		6th	Falling body motion and horizontal (p31-p36)	projection	Can explain text	oook's problems 27, 28, 29	
1st		7th	Oblique projection (p37-p41)		Can explain textl	oook's problems 30, 31, 32	
Semeste		8th	Mid term exams		Correctly answer	more than 80 % of the test.	
ļ		9th	How to calculate the force and force p49)	ce vector(p44-	Can explain textbook's problems 40, 41, 44, 45		
		10th	Force balance and Force action / rep55)	eaction (p50-	Can explain text	oook's problems 40,41, 46, 47,49	
		11th	Equation of motion (p61-p70)		Can explain text	oook's problems 56,58,59,60	
	2nd	12th	Friction force (p71-p74)		Can explain textl	book's problems 64,65,66	
	Quarter	13th	Atmospheric pressure and water p p77)	ressure (p75-	Can explain text	pook's problems 68, 69	
		14th	Buoyancy and air resistance (p78-	p80)	Can explain textl	book's problems 70,71	
		15th	Exercises		Can explain textl	book's problems 67,61,62	
		16th	End term exams		Correctly answer	more than 80 % of the test.	
Evaluati	ion Meth	od and \	Weight (%)				
			Examination	Non-test evalu	uation	Total	
Subtotal	Subtotal		40			100	
Basic Proficiency			40	60		100	
Specialized Proficiency			0	0		0	
Cross Area Proficiency			0	0		0	

Akashi Col	lege	Year	2024		Course Title	Science I -2
Course Informati	on	-		1		
Course Code	6110			Course Category	General /	Compulsory
Class Format	Lecture			Credits	School Ci	•
Department	Electrical a	nd Computer Er	ngineering	Student Grade	1st	
Term	Second Se	mester		Classes per Week	2	
Textbook and/or Teaching Materials	國友正和ほ	か著 総合物理 1 -	·力と運動・熱- (数i	研出版)数研出版編集	『部編 リードa	物理基礎・物理 (数研出版)
Instructor	TAKEUCHI	Masahiro				
Course Objective	S					
 Understand the co Understand the co Understand the co calculations. 	ncept of vec	ctor and compor	ent, and use ther	n properly.		concepts and perform basic
Rubric						
		Excellent		Good		Insufficient
Achievement 1		Understand the significant figur and handle the	concept of es and units, m appropriately.	Can handle signifi and units appropr		Doesn't understand the concept of significant figures and units, and can't handle them appropriately.
Achievement 2		Understand the vector and com them properly.	concept of ponent, and use	Can use vector ar properly.	nd component	Doesn't understand and can't use vector and component.
Achievement 3		Understand the dynamics of the quantity, and b those concepts basic calculation	e physical e able to explain and perform	Understand the codynamics of the paper quantity.		Doesn't understand the concept of the dynamics of the physical quantity.
Assigned Departi	ment Obje	ectives				
Teaching Method						
Outline	The studer perseverar speed and necessary units. The assignmen and conseccaused by equations Next, the sa total reviThe studer 4: To unde the studen through th of all the d	its are required in and don't give acceleration, to to understand the students will lead to (task preparaquence in physic the exercise of a did to the exercise of the exercise of the layout the	to acquire a treme up. Dynamics 1 pics learned at jui ne trigonometric furn how to study be tion research note a force and influer bynamics 3: to ure dy energy conservantities learned ention to the difference of the control of the difference of t	endous amount of: To understand thior high school. To understand thousen the services, etc. Dynamics or example, accelenced by mass. The destand torque vation law and more so far, the student rences in power a motion through the instrument to learn avitational attractic by the equation of	knowledge of ne vector conco o explain the of l be guided to ough daily task 2: to underst ration (learner students will which is a qua- mentum conso ts will be prep nd energy, that e study of two on about sound on by Newton.	n (middle of dynamics topic 4). ut a difficult topic, to be ept. The contents used here are components of a vector is handle significant figures and is, such as self-learning, doing and the relation between cause d in dynamics 1) is the result, learn more about movements nitiative concept of lever principle. ervation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics -dimensional. As an application, and light waves. Furthermore, the students will become aware nake the students perceive that if
During each lesson (90 minutes) in the first half the teacher will explain the contents from in the textbo and in the second half the students will participate in group-specific activities and solve problems togeth from the textbook. The students are required to read the textbooks in advance, to make team activities smooth and meaningful. Also, to acquire problem-solving and presentation style, we recommend the uses the support web page and videos. In the future, physical reversal classes will be abolished, so the stude should focus on preparation for the classes from the beginning. Assignment: The students have to make submit their "problem research note." The note contains explanations of the background and essence of problem and not be used as a tool to show how much the student had studied. It also should include to term vacations periods of study time. Test: The test problems are from high school physics book (the state problem is preserved, numbers and way of solving are changed), to avoid difference of interpretation between students and teacher, original questions elaborated by the teacher are not used. In resume, the course is centered on the problems from the textbook, in addition to other learning materials as the viding and the web page task, etc. The students should understand the textbook from corner to corner, as a time party external evaluation system. In addition to the teachers' commentary, extra handouts may be dist as a reference. I can solve Ichi's problems! This fact and feeling will give confidence to the students in activities inside and outside the campus.						s and solve problems together nee, to make team activities style, we recommend the use of ll be abolished, so the students the students have to make and background and essence of each ed. It also should include long-school physics book (the style of id difference of interpretation are not used. In resume, this earning materials as the videos rom corner to corner, as a third-extra handouts may be distributed infidence to the students in other
Notice	Re-examin In junior h of the gian animation understand	ation: No retestigh school, studits, are not only may lead to erroding of physical	ing ents think about s inefficient but also oneous concepts (phenomena. By a	5 absences will comething from zer o blaspheme. In the simple concept) are cquiring the "style"	be excused. ro. Learners whe learning of and sometimes of thinking d	n/s.akashi.ac.jp/physics/ who do not stand on the shoulder physics, images from comics and interfere with correct eveloped by predecessor physics, ons and pseudoscience!
Characteristics of	f Class / D	Division in Lea	arning			
☑ Active Learning		☑ Aided by IC	□ Instructor Profession			☐ Instructor Professionally Experienced
Caa - DI-						
Course Plan		neme		I C.	oals	
	111	ICITIC		GC	Juio	

		1st A	ssignment test and force moment	(p81-p85)	Can explain textb	ook's problems 80,81,82	
		2nd C	Combined force and center of graviigid body (p86-p89)	ty acting on a	Can explain textb	ook's problems 83,84,85, 86	
		3rd R	tigid body tilt and fall (p90-p93)		Can explain textbook's problems 87,88,89		
	3rd	4th V	Vork and power (p94-p99)		Can explain textbook's problems 94, 95, 96, 97		
	Quarter	5th K	inetic energy and potential (p100-	p106)	Can explain textb	ook's problems 100, 101, 102,	
		6th P	reservation of mechanical energy	(p107-p112)	Can explain textb	ook's problems 104,105	
		7th E	xercises		Can explain textb	ook's problems 106,107	
2nd Semeste		8th N	1id term exams		Correctly answer	more than 80 % of the test.	
r		9th N	Iomentum conservation law (p118	-p123)	Can explain textb	ook's problems 114,116,117	
		10th	Collision on the plane and coefficien p124-p132)	t of restitution	Can explain textb	ook's problems 120, 121, 122	
		11th C	Collision energy (p133-p134)		Can explain textbook's problems 123,124, 125		
	4th Quarter	12th C	Constant velocity circular motion (p	136-p141)	To explain in orde textbook's proble	er the six formulas and the ms 131, 132, 133, 134	
	(0.0.00	13th I	nertial force (p142-p145)		Can explain textb	ook's problems 139, 137, 138	
		14th C	Centrifugal force (p146-p150)		Can explain textb	ook's problems 139, 140, 141	
		15th E	xercises		Can explain textb	ook's problems 142, 143, 135	
	16th E		nd term exams		Correctly answer	more than 80 % of the test.	
Evaluati	ion Meth	od and W	eight (%)				
			Examination other			Total	
Subtotal			40	60	100		
Basic Proficiency			40	60		100	

А	kashi Co	llege		Year	2024			ourse Title	Physical Education I-1
Course	Informat	tion	•				·		
Course Co	ode	6111				Course Categor	ry	General /	Compulsory
Class Forr	mat	講義・実	<u>技</u>			Credits		School Cr	edit: 1
Departme	ent	Electrica	l and	Computer Er	ngineering	Student Grade		1st	
Term		First Ser	neste	er		Classes per We	ek	2	
Textbook Teaching	and/or Materials								
Instructor		GOTOH	Takay	yuki,ISHIDA N	1asami				
Course	Objectiv	es							
 Can tal 	ke action t	ses to imp o conduct s action to do	sports	students' owr s safely. Also,	n health and phys recognizes the si	ical strength. Al gnificance of co	so, hav llabora	ve some le ting and co	vel of self-discipline. coperating with the team and can
Rubric									
			Ide	eal Level		Standard Level			Unacceptable Level
Achievem	ent 1		im ph	prove their h	h. Have a high	Participate in cl their health and strength. Have self-discipline.	d physi	cal '	Reluctant to participate in classes, or improve their own health and physical strength. Do not have a high level of self-discipline.
Achievement 2			spe	ort practices e verv compe	pate in various and games, and titive. Also have e on games, etc.	Can actively pa various sport p games. And als for them.	ractice	s and	Do not participate in various sport practices and games.
Achievement 3			we	nderstand the ell, and can he amwork.	role of a leader elp increase	Understand and take on the role	d can p e of a l	olay or eader.	Do not understand the role of a leader. Also, never play that role.
Assigned Department O			iect	ives					•
	g Metho								
Outline		the habi	t of pl s will : Stud other :	laying sports split into grou	on a daily basis.	This class requir	es an a	active and n. review.	of sports so that they can build proactive attitude to participate. and implement the course II, volleyball, badminton, table , based on requests from
Style		they sho	uld le	earn the rules levelop more	and how to play advanced technol	games, etc., an	id try to ove tea	o learn bas mwork thr	o discover the fun of sports. First, sic skills. In addition, they are ough games and game-style welcoming class.
Notice		them, po • Do no These ar • Use o • Tardir but their • If it is that clas absence	oints of weather also of small	will be deducted ar accessories of eligible for a cartphones or a will be excused and ance will be overed that a be marked a	ted from their gra s, watches, or any grade deduction. any other unrelate d for the first 20 e marked as abse student left class	ide. other unneces: ed activities dur minutes. Studer nt. early without b ir grade for pre	sary ite ing clas nts can eing ex vious c	ems, as we as are subj participat ccused (dit lasses will	clothing. If students fail to wear all as chewing gum during class. ect to point deductions. e in the class after 20 minutes, sching class), their attendance for suffer a deduction equal to an
Charact	eristics o	of Class /	Divi	ision in Lea	arnina				
☑ Active		/		Aided by IC		☑ Applicable to	o Doma	nte Class	☐ Instructor Professionally
₪ Active	Learning			Alueu by IC	1		o Reili	, c class	Experienced ,
Course	Plan						ı		
			Theme						
1st Guid			Guida	ance			course	. Reackno	purposes and objectives of this wledge that warm-ups are ely exercise.
2nd		2nd	Guida	ance			Unders course necess	stand the period of the stand the stand the standard the	ourposes and objectives of this wledge that warm-ups are ely exercise.
1st 1st Quarter		3rd	volley as de	yball, badmin etermined fea	itsal, tennis, bask ton, table tennis, sible by teachers equests from stud	other sports while ensuring	Can do reflect	warm-up on the cla	and practice, play games, and ess, led by a leader.
		4th	volley as de	yball, badmin etermined fea	itsal, tennis, bask ton, table tennis, sible by teachers equests from stud	other sports while ensuring	Can do	warm-up on the cla	and practice, play games, and ess, led by a leader.
		5th	volley as de	yball, badmin etermined fea	itsal, tennis, bask ton, table tennis, sible by teachers equests from stud	other sports while ensuring	Can do reflect	warm-up on the cla	and practice, play games, and ess, led by a leader.

		6th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requi	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		7th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requi	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		8th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		9th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Split into teams in each	sport and select a leader.
		10th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		11th		table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	?nd Quarter	12th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.
		13th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.
		14th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		15th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		16th	No final exam			
Evaluatio	Evaluation Method a		nd Weight (%)			
			Approach to a class	Practical skill	Leadership	Total
Subtotal			75		10	100
Basic Profic	iency		75	0	0	75
Specialized	Proficien	су	0	0	0	0
Cross Area	Proficien	су	0	15	10	25

Akashi Col		ollege	Year	2024			Course Title	Physical Education I-2	
Course	Informa	tion	1	•		•	- 1		
Course Co		6112			Course Categor	У	General /	Compulsory	
Class Forr		講義・実	 技		Credits		School Cr		
Departme	ent	Electrica	l and Computer I	Engineering	Student Grade	e 1st			
Term		Second 9	Semester		Classes per We	eek 2			
Textbook Teaching									
Instructor	•	GOTOH	Takayuki,ISHIDA	Masami					
Course	Objectiv	es							
・ Can tal	ke action t	sses to impl to conduct s action to do	sports safely. Als	wn health and physo, recognizes the s	sical strength. Als ignificance of col	so, ha llabora	ve some le ating and c	evel of self-discipline. ooperating with the team and can	
Rubric									
			Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1		improve their	gth. Have a high	Participate in clutheir health and strength. Have self-discipline.	d phys	ical ·	Reluctant to participate in classes, or improve their own health and physical strength. Do not have a high level of self-discipline.	
Achievement 2			sport practice are very comp	cipate in various s and games, and petitive. Also have nce on games, etc.	Can actively pa various sport pr games. And als for them.	ractice	es and	Do not participate in various sport practices and games.	
Achievement 3			Understand the well, and can teamwork.	ne role of a leader help increase	Understand and take on the role			Do not understand the role of a leader. Also, never play that role.	
Assigned Department Ob			iectives						
	g Metho		.						
Outline the habit Students content.			t of playing sport will split into gr Students can ch ther sports as do	s on a daily basis. oups and leaders woose from: Softbal etermined feasible	This class requing vill take the lead l, soccer, futsal, by teachers while	es an to pla tennis e ensi	active and n, review, s, basketba uring safety	n of sports so that they can build proactive attitude to participate. and implement the course ill, volleyball, badminton, table y, based on requests from discover the fun of sports. First,	
Style		they sho	uld learn the rule I to develop mor	es and how to play	games, etc., and logies and impro	d try tove tea	o learn ba amwork th	sic skills. In addition, they are rough games and game-style	
Notice		them, po • Do no These ar • Use o • Tardir but their • If it is that clas absence.	pints will be deduit wear accessorife also eligible for formatte smartphones on the excurattendance will discovered that so will be marked.	icted from their gra es, watches, or any r grade deduction. r any other unrelat sed for the first 20 be marked as abse a student left class	ade. y other unnecess ed activities duri minutes. Studer ent. s early without be eir grade for prev	sary ito ng cla nts car eing e vious c	ems, as we ss are sub n participat xcused (di classes will	d clothing. If students fail to wear ell as chewing gum during class. ject to point deductions. the in the class after 20 minutes, tching class), their attendance for suffer a deduction equal to an	
Charact	oristics (Division in Le		s will flot be eligi	DIE 101	evaluation	1.	
☑ Active		Ji Class /	☐ Aided by I		☑ Applicable to	Rem	ote Class	☐ Instructor Professionally Experienced	
Course	Plan								
			Theme			Goals			
		1st	Guidance			Under	stand the	purposes and objectives of this wledge that warm-ups are ely exercise.	
2nd		2nd	Health (joint class Department of N	ss with Hyogo Univ Iursing)	ersity	Reflec	t on their	own health and take the econsider their future lifestyles.	
		3rd	volleyball, badm as determined for	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu-	other sports while ensuring	Can d reflec	o warm-up t on the cla	o and practice, play games, and ass, led by a leader.	
2nd Semeste r	3rd Quarter	4th	volleyball, badm as determined for	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	other sports while ensuring	Can d reflec	o warm-up t on the cla	o and practice, play games, and ass, led by a leader.	
		5th	volleyball, badm as determined for	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	other sports while ensuring	Can d	o warm-up t on the cla	o and practice, play games, and ass, led by a leader.	
		6th	Softball, soccer, volleyball, badm as determined fe	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	etball, other sports while ensuring	Can d	o warm-up t on the cla	o and practice, play games, and ass, led by a leader.	

-	7th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on reque	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
{	8th		table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	9th		table tennis, other sports by teachers while ensuring	Split into teams in each	sport and select a leader.
	10th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on reque	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	11th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on reque	table tennis, other sports by teachers while ensuring	Can do warm-up and pr reflect on the class, led	ractice, play games, and by a leader.
4th Quarter	12th		table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	13th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on reque	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	14th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on reque	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.
	15th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on reque	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
:	16th	No final exam			
Evaluation Metho	d and	l Weight (%)			
	А	pproach to a class	Practical skill	Leadership	Total
Subtotal	7	5	15	10	100
Basic Proficiency	7	5	0	0	75
Specialized Proficience			0	0	0
Cross Area Proficienc	:v 0		15	10	25

А	kashi Co	 olleae	Year	2024			ourse	English I A-1		
Course 1							Title			
Course Co		6113			Course Catego	rv	General	/ Compulsory		
Class Forn		Lecture			Credits	. ,	School C	' '		
Departme			l and Computer	Engineering	Student Grade		1st			
Term		First Ser	•	gg	Classes per We		2			
Textbook Teaching		Creative	English Commu	nication I						
Instructor	•	AKIMOT	TO Hiromi							
Course (Objectiv	es								
use it app 2) To revi- study guic 3) To revi- appropriat 4) Can rea	ropriately ew the gradelines. ew senter tely, follow ad senten	ammar lear nces structu ving the hig ces written	rned at junior hig ires learned in ju ih school learning in English, unde	gh school, and learn nior high school, and g guidelines. rstand the text out	n to use grammand learn to use soline, read and expenses the second seco	ar rules sentend xtract n	appropri ce structu	igh school learning guidelines, and ately, according to the high school ares and operate them information.		
Rubric										
			Ideal Level		Standard Leve	l		Unacceptable Level		
Achievem	ent 1		new vocabula	nas well acquired ry following the arning guidelines propriately.	The student havocabulary folloschool learning use it appropri	owing t guidel	he high	The student has not acquired new vocabulary following the high school learning guidelines and use it appropriately.		
Achievem	ent 2		use grammar appropriately,	nas well learned to rules according to the cudy guidelines.	The student had grammar rules according to the study guideline	approp ne high	oriately,	The student has not learned to use grammar rules appropriately, according to the high school study guidelines.		
Achievem	ent 3		use sentence	nas well learned to structures and appropriately, high school elines.	The student has sentence structhem appropriate the high school guidelines.	tures ar ately, fo	nd operatollowing			
Achievem	ent 4		understand th	an well read tten in English, ne text outline, act necessary	The student can read sentence written in English, understand the text outline, read and extract necessary information.		derstand and	The student can not read sentences written in English, understand the text outline, read and extract necessary information.		
Achievem	ent 5		English pronu accent rules s can speak clea		The student h English pronun accent rules so can speak clea communicate t	ciation that th rly and	skills and ne studen			
Assigne	d Depar	tment Ob						,		
	g Metho									
Outline		Based or	reading skills. To	school learned con acquire the ability abulary knowledge	to listen and ex	tand the press s	e basic st imple En	ructure of English sentences and glish sentences. To perform word		
Style		Attend t	he classes, prepa	are for the classes s in the first week.	studying the rele	evant se	ections of	the workbook.		
				tudent vocabulary				stand it in detail.		
Notice		Students	s who miss 1/4 o	or more of classes v	vill not be eligibl	le for ev	valuation			
Characte	eristics (of Class /	Division in Le	earning	1					
□ Active	Learning		☐ Aided by I	СТ	☑ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced		
Course	Dlan									
Course I	rian	 	Thoma			Goals				
		 	Theme Course guidance	<u> </u>						
		1st	(Course progres	s method, learning	method, etc.)	Unders	stand cou	irse content and assignments.		
		2nd	Lesson 1 Part 1/	/2		Based on the content learned in junior high sch understand English language basic structure.				
3rd			Lesson 1 Part 3/4			Based on the content learned in junior high sch understand English language basic structure.				
1st Semeste 1st Ouarter			Language and C		throug	h authen	the cross-cultural communication tic materials.			
Semeste Quarter 5th		Lesson 2 Part 1/	/2		unders	stand Eng	ontent learned in junior high school llish language basic structure.			
		6th	Lesson 2 Part 3/	' 4		unders	stand Eng	ontent learned in junior high school llish language basic structure.		
		7th	Language and C	ulture Workshop				the cross-cultural communication tic materials.		
		8th	Lesson 3 Part 1/	' 2			the vocal tasks.	oulary and grammar rules set as		

		_	1							
		9th	Lesson 3 Part 3/4	1		Learn the voca lesson tasks.	abulary and gra	ımmar rules set as		
		10th	Language and Cu	ılture Worksho	р	Learn the vocalesson tasks.	Learn the vocabulary and grammar rules set as lesson tasks.			
		11th	Public speaking			Make a speech message.	n and learn how	to deliver a		
	2nd	12th	Public speaking			Make a speech message.	n and learn how	to deliver a		
	Quarte	r 13th	Public speaking			Make a speech message.	n and learn how	to deliver a		
		14th	Review				Understanding the weak points on the content learned so far and preparing for the exam.			
		15th	Q & A			Understanding learned so far	the weak poin and preparing	ts on the content for the exam.		
		16th	Final exam			Test the stude learned so far	Test the student understanding of the content learned so far.			
Evaluati	ion Me	thod and	Weight (%)							
	I	Examination	n Presentation	Quizes	Behavior	Portfolio	Other	Total		
Subtotal	otal 40		30	30	0	0	0	100		
Basic Proficienc			0			0	0	30		
	Specialized Proficiency 40		0	0	0	0	0	40		
Cross Are Proficienc)	30	0	0	0	0	30		

А	kashi Co	ollege	Year	2024			ırse tle	English I A-2		
Course	Informa	tion				CIC				
Course Co		6114			Course Categor	y G	eneral /	Compulsory		
Class Forr	mat	Lecture			Credits	S	chool Cr	edit: 1		
Departme	ent	Electrica	l and Computer	Engineering	Student Grade	19	st			
Term		Second	Semester		Classes per We	Veek 2				
Textbook Teaching			English Commu	nication I						
Instructor			O Hiromi							
1) To revi use it app 2) To revi study guid 3) To revi appropria 4) Can re	propriately iew the gr delines. iew senter tely, follow ad senten	cabulary le ammar lea nces structu wing the hic ces written	rned at junior hig ures learned in ju gh school learning in English, unde	ph school, and learn nior high school, a g guidelines. rstand the text out	n to use gramma nd learn to use s line, read and ex	ar rules a sentence stract nec	ppropria structur cessary i	gh school learning guidelines, and itely, according to the high school es and operate them information. d communicate to the listener.		
Rubric										
			Ideal Level		Standard Level			Unacceptable Level		
Achievem	ent 1		new vocabula	nas well acquired ry following the arning guidelines propriately.	The student has vocabulary follo school learning use it appropria	owing the guideline	e hiah	The student has not acquired new vocabulary following the high school learning guidelines and use it appropriately.		
Achievem	ent 2		use grammar appropriately,	as well learned to rules according to the udy guidelines.	The student has grammar rules according to the study guidelines	appropri e high sc	ately,	The student has not learned to use grammar rules appropriately, according to the high school study guidelines.		
Achievement 3			use sentence operate them following the learning guide	elines.	The student has sentence struct them appropria the high school guidelines.	tures and	operate owing	operate them appropriately, following the high school learning guidelines.		
Achievem	ent 4			tten in English, ne text outline,	The student can read sentences written in English, understand the text outline, read and extract necessary information.		rstand Id	The student can not read sentences written in English, understand the text outline, read and extract necessary information.		
Achievem	ent 5		English pronu accent rules s can speak clea		s and English pronunci accent rules so t can speak clearly		ills and student	The student has not acquired English pronunciation skills and accent rules so that the student can speak clearly and communicate to the listener.		
Assiane	d Depar	tment Ol	piectives					1		
	g Metho									
Outline	9	Based o	readina skills. To	school learned con acquire the ability abulary knowledge	to listen and exp	and the b	pasic str	ucture of English sentences and lish sentences. To perform word		
Style				abulary knowledge are for the classes s in the first week.		vant sect	tions of	the workbook. tand it in detail.		
Notice		Use quiz	zes to increase s	tudent vocabulary r more of classes v	and develop liste	ening abi	lity.			
Charact	eristics	of Class /	<u>' Division in Le</u>	earning						
□ Active	Learning		☐ Aided by I	СТ	☑ Applicable to	o Remote	Class	☐ Instructor Professionally Experienced		
Course	Plan									
			Theme			Goals				
		1st	Go over the prev	ious lessons			ome we	ak points		
		2nd	Lesson 7 Part 1/			Learn th	e vocabi	ulary and grammar rules set as		
			Lesson 7 Part 3/				e vocab	ulary and grammar rules set as		
		4th		ulture Workshop		lesson ta Understa through	anding tl	ne cross-cultural communication ic materials.		
2nd Semeste	3rd Quarter	5th	Lesson 8 Part 1/	2			e vocabi	ulary and grammar rules set as		
r		6th	Lesson 8 Part 3/	4			e vocab	ulary and grammar rules set as		
		7th	Language and C	ulture Workshop		Understa	anding tl	ne cross-cultural communication ic materials.		
		8th	Lesson 9 Part 1/	2		Understanding the cross-cultural communicatio through authentic materials.				
	4th Quarter	9th	Lesson 9 Part 3/	4		Learn the		ulary and grammar rules set as		

		10th	Language and Cu	ılture Worksho	ор	Learn the voc lesson tasks.	abulary and gra	mmar rules set as		
		11th Presentation					Learn how to communicate with others and make a presentation in public.			
	12th Presentation					communicate v				
	13th Presentation					communicate v				
		14th	Review			Understanding learned so far	the weak poin and preparing	ts on the content for the exam.		
		15th	Q & A			Understanding learned so far	Understanding the weak points on the content learned so far and preparing for the exam.			
		16th	Final exam			Test the stude learned so far	Test the student understanding of the content learned so far.			
Evaluati	ion Me	ethod and	l Weight (%)							
		Examination	n Presentation	Quizes	Behavior	Portfolio	Other	Total		
Subtotal		40 30		30	0	0	0	100		
Basic Proficienc	су	0	0	30	0	0	0	30		
Specialize Proficienc			0	0	40					
Cross Are Proficienc		0	30	0	0	0	0	30		

Course Information Course Cade 6.115	А			Year	2024		Course Title	English I B-1			
Class Camato	Course	Informa	tion				1100				
Department						Course Categor	y General	/ Compulsory			
Tempo	Class Form	mat	Lecture			Credits	School C	redit: 1			
Textbook and/or calcular	Departme	ent	Electrical	and Computer	Engineering						
Treatment			First Sen	nester		Classes per Wee	eek 2				
1	Teaching	Matérials			・問題集・Workboo	k) (2) データベ-	-ス4800 (3) オ	マクステージ 4th Edition			
1 中子で機能の交流に加え、			1-11-0-11	idetoshi							
中学では高の文法に加える	1)中学で 2)中学で 3)平易な	で既習の文法 で既習の語彙 は英語で書か	法に加え、高 たの定着を図 いれた文章を	読み、その概要を	把握し必要な情報を	読み取ることができ	きる。				
1)中学で図書の文法に加え、	Rubric										
### 25				理想的な到達し	バルの目安	標準的な到達レク	ジルの目安	未到達レベルの目安			
り、高学者化学製造機業値によび	筌学校学習	3指導要領()	- 進じた文法	法を十分に習得	領要領に準じた文 引して適切に運用で			高等学校学習指導要領に準じた文 法を習得して適切に運用できない 。			
議分、その概要を把握し必要な情報を 中がに認かあることができる。 4)明瞭で関き手に伝わるような発語 ができるよう、美語の発音・アク サントの規則を留信して適切に連 用できる。 Assigned Department Objectives Teaching Method Outline	り、高等学 た新出語彙	校学習指導	享要領に準じ	出語彙を十分に	道事で領に準じた新 2習得して適切に運	出語彙を習得して	享要領に準じた新 で適切に運用でき	出語彙を習得して適切に運用でき			
飛話ができるよう、英語の発音・アク セントの規則を当得して適切に連用できる。 Assigned Department Objectives Teaching Method Outline	読み、その概要を把握し必要な 報を読み取ることができる。 4)明瞭で聞き手に伝わるよう			、その概要を把	型握し必要な情報を	、その概要を把握	量し必要な情報を	、その概要を把握し必要な情報を			
Teaching Method Outline	発話ができ	るよう、す の規則を習	英語の発音・	ができるよう、 セントの規則を	英語の発音・アク 計分に習得して適	ができるよう、英セントの規則を習	芸語の発音・アク	ができるよう、英語の発音・アク セントの規則を習得して適切に運			
Outline				jectives	ctives						
語彙増進と急頭に置き、英語の運用能力を高める。 Style	Teachin	g Metho	od								
Style	Outline		英語を実	践的に使うために	必要な文法事項を定	着させコミュニケ-	-ション能力を養	成する。			
Notice											
Active Learning	Style										
□ Active Learning □ Aided by ICT □ Applicable to Remote Class □ Instructor Professionally Experienced □ Instructor Professionally □ Instructor Instructor Professional Instructor Professional Instructor Professional Instructor Professional Instructor Professional Instructor Professional Instructor Profession Instructor Profession Instructor Profession Instructor Profession Instructor Instructo	Notice						X_X) () (
Standard Pin	Charact	eristics	of Class /	Division in Le	earning						
Theme	□ Active	Learning		☑ Aided by I	СТ	☑ Applicable to	☐ Instructor Professionally Experienced				
Theme	C	DI									
1st 授業ガイダンス (授業の進行方法、学習方法など) 授業内容や課題について理解する。 2nd 文の種類 レッスンの課題として設定されている語彙・文法などを習得する。 3rd 文型と動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 4th 文型と動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 5th 時制 1 レッスンの課題として設定されている語彙・文法などを習得する。 7th 課題チェック、振り返り ごれまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。 8th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形 1 レッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形 2 レッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 フッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 フッスンの課題として設定されている語彙・文法などを習得する。	Course	Plan 	<u> </u>	Th		1	CI-				
1st Quarter 2nd 文の種類 レッスンの課題として設定されている語彙・文法などを習得する。 4th 文型と動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 5th 時制 1 レッスンの課題として設定されている語彙・文法などを習得する。 6th 時制 2 レッスンの課題として設定されている語彙・文法などを習得する。 7th 課題チェック、振り返り これまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。 8th 中間試験実施 これまでの学習内容の理解力を試す。 9th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形 1 レッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形 2 レッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 助動詞 3 これまでの学習内容の振り返りと質疑応答を通して理					哲学の進行士は 学			一ついて研究する			
Support					技夫の進1]万法、子						
1st Quarter 4th 文型と動詞2 セッスンの課題として設定されている語彙・文法などを習得する。 1st Quarter 5th 時制1 レッスンの課題として設定されている語彙・文法などを習得する。 6th 時制2 レッスンの課題として設定されている語彙・文法などを習得する。 7th 課題チェック、振り返り これまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。 8th 中間試験実施 これまでの学習内容の理解力を試す。 9th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形1 セッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形2 レッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞1 セッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞3 セッスンの課題として設定されている語彙・文法などを習得する。 15th 即動詞3 とごれまでの学習内容の振り返りと質疑応答を通して理			2nd	文の種類 			を習得する。				
1st Quarter 5th 時制1 た習得する。 1st Quarter 6th 時制1 レッスンの課題として設定されている語彙・文法などを習得する。 1st Semeste T 7th 課題チェック、振り返り ごれまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。 8th 中間試験実施 これまでの学習内容の理解力を試す。 9th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形1 レッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形2 セッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞1 レッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 理節チェッグ 振り返り これまでの学習内容の振り返りと質疑応答を通して理			3rd	文型と動詞 1			レッスンの課題として設定されている語彙・文法などを習得する。				
Quarter 5th 時制 1 レッスンの課題として設定されている語彙・文法などを習得する。 6th 時制 2 レッスンの課題として設定されている語彙・文法などを習得する。 7th 課題チェック、振り返り 元れまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。 8th 中間試験実施 これまでの学習内容の理解力を試す。 9th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形 1 レッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形 2 レッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 課題紙エスリス #ED:ED これまでの学習内容の振り返りと質疑応答を通して理		1st	4th	文型と動詞 2				として設定されている語彙・文法など			
1st Semeste			5th	時制 1			レッスンの課題のを習得する。	として設定されている語彙・文法など			
1st Semeste Fr 7th 課題チェック、振り返り これまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。 8th 中間試験実施 これまでの学習内容の理解力を試す。 9th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形 1 レッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形 2 レッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 課題チェック 振り返り これまでの学習内容の振り返りと質疑応答を通して理			6th	時制 2				として設定されている語彙・文法など			
Semeste Sth	_		7th	課題チェック、振	り返り		これまでの学習に				
T 9th 中間試験返却および解説 今後に向けての課題発見と対策を検討する。 10th 完了形 1 レッスンの課題として設定されている語彙・文法などを習得する。 11th 完了形 2 レッスンの課題として設定されている語彙・文法などを習得する。 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 課題エエック 振り返り これまでの学習内容の振り返りと質疑応答を通して理		1st		 中間試験実施							
2nd Quarter 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 財動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 財動詞 3 これまでの学習内容の振り返りと質疑応答を通して理	r		9th	中間試験返却およ	び解説		今後に向けての記	果題発見と対策を検討する。			
2nd Quarter 12th 助動詞 1 レッスンの課題として設定されている語彙・文法などを習得する。 13th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 課題エエック 振り返り これまでの学習内容の振り返りと質疑応答を通して理			10th	完了形 1			ー レッスンの課題。 を習得する。	として設定されている語彙・文法など			
12th			11th	完了形 2				として設定されている語彙・文法など			
13th 助動詞 2 レッスンの課題として設定されている語彙・文法などを習得する。 14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 理題エエック 振り返り これまでの学習内容の振り返りと質疑応答を通して理		_	12th	助動詞 1				として設定されている語彙・文法など			
14th 助動詞 3 レッスンの課題として設定されている語彙・文法などを習得する。 15th 課題エエック 振り返り これまでの学習内容の振り返りと質疑応答を通して理		Qualtel	13th	 助動詞 2			レッスンの課題。	として設定されている語彙・文法など			
15th 理題チェック 振り返り これまでの学習内容の振り返りと質疑応答を通して理			14th	助動詞 3			レッスンの課題として設定されている語彙・文法など				
			15th	課題チェック、振	り返り		これまでの学習に				

	16th	期末試験実施		これまでの学習内容	の理解力を試す。						
Evaluation	Evaluation Method and Weight (%)										
	試験 課題提出 小テスト その他 Total										
Subtotal	60	20	20	0	100						
基礎的能力	60	20	20	0	100						
専門的能力	0	0	0	0	0						
分野横断的能力	0	0	0	0	0						

А	Akashi College Ourse Information Ourse Code 611		Year	2024			ourse Title	English I B-2		
Course	<u>Informa</u>	tion								
Course Co	ode	6116			Course Categor	ry	General	/ Compulsory		
Class Forr	mat	Lecture			Credits		School C	Credit: 1		
Departme	ent	Electrical	and Computer	Engineering	Student Grade		1st			
Term		Second S	emester		Classes per We	Classes per Week 2				
Textbook Teaching	Matérials	``		・問題集・Workboo	k) (2) データベ-	-ス48C	00 (3) 4	ネクステージ 4th Edition		
Instructor		INOUE H	idetoshi							
1)中学で 2)中学で 3)平易な	:既習の語彙 (英語で書た	法に加え、高い 最の定着を図り いれた文章を記	つ、高等学校学習 読み、その概要を	領に準じた文法を習 指導要領に準じた新 把握し必要な情報を 、英語の発音・アク	出語彙を習得して 読み取ることがで	適切に選 きる。	重用できる			
Rubric										
			理想的な到達し		標準的な到達レ/	ベルの目	安	未到達レベルの目安		
等学校学習		法に加え、高 に準じた文法 目できる。	高等学校学習指 法を十分に習得 きる。	旨導要領に準じた文 身して適切に運用で	高等学校学習指導 法を習得して適切			- 高等学校学習指導要領に準じた文 法を習得して適切に運用できない。		
2) 中学で り、高等学 た新出語彙 できる。	で既習の語彙 校学習指導 を習得して	意の定着を図 算要領に準じ で適切に運用	高等学校学習指 出語彙を十分に 用できる。	旨導要領に準じた新 こ習得して適切に運	高等学校学習指導 出語彙を習得して る。	真要領に て適切に	準じた新 運用でき	高等学校学習指導要領に準じた新 出語彙を習得して適切に運用でき ない。		
読み、その		かれた文章を 屋し必要な情 ごきる。	、その概要を批	書かれた文章を読み 巴握し必要な情報を ることができる。	平易な英語で書が 、その概要を把握 読み取ることが	屋し必要				
4) 明瞭で 発話ができ	で聞き手に伝 るよう、す の規則を習	気わるような	明瞭で聞き手にができるよう、		明瞭で聞き手に作ができるよう、 セントの規則を配用できる。	英語の発	き音・アク	明瞭で聞き手に伝わるような発話 ができるよう、英語の発音・アク		
Assigne	d Depar	tment Ob	jectives	ctives						
	g Metho		,							
	9 1 100110		 銭的に使うために	 必要な文法事項を定	 着させコミュニケ·	ーション	と 能力を養	s 成する。		
Outline				語の運用能力を高め						
Style				予習した上で授業に						
Notice		0	は語彙を増やす良 象としない欠席条		に活用すること。 上の欠課	遅刻や	欠席による	る小テストの未受験は0点の扱いとする		
Charact	eristics (
☐ Active		or class /	/ Division in Learning ☑ Aided by ICT ☑ Applicable		☑ Applicable to	o Remo	te Class	☐ Instructor Professionally Experienced		
Course	Dlan									
Course	riaii	-	Theme			Goals				
			Theme 受動態					として設定されている語彙・文法など		
		2nd	不定詞 1			レッスンの課題として設定されている語彙・文法など を習得する。				
		3rd	不定詞 2			レッスンの課題として設定されている語彙・文法なるを習得する。				
	3rd	4th	不定詞 3			レッス! を習得	ンの課題。 する。	として設定されている語彙・文法など		
	Quarter	5th	動名詞			レッスを習得		として設定されている語彙・文法など		
		6th	分詞 1			レッス. を習得		として設定されている語彙・文法など		
2nd Semeste		7th	課題チェック、振	 り返り			での学習 定着を目	内容の振り返りと質疑応答を通して理 旨す。		
r		8th	中間試験実施			これま	での学習に	内容の理解力を試す。		
		9th	中間試験返却およ	び解説		今後に	句けての記	課題発見と対策を検討する。		
		10th	分詞 2			レッス: を習得		として設定されている語彙・文法など		
	4th	11th	関係詞 1			レッス: を習得		として設定されている語彙・文法など		
	Quarter	12th	関係詞 2			レッス: を習得	ンの課題。 する。	として設定されている語彙・文法など		
		13th	関係詞 3			レッス: を習得		として設定されている語彙・文法など		
	13th 14th		比較 1			で自得する。 レッスンの課題として設定されている語彙・文法など を習得する。				

		15th	課題チェック、	振り返り		これま 解度の	これまでの学習内容の振り返りと質疑応答を通して理解度の定着を目指す。			
		16th	期末試験実施			これまでの学習内容の理解力を試す。				
Evaluati	on Meth	od and \	Weight (%)							
		試験		課題提出	小テスト		その他	Total		
Subtotal		60		20	20		0	100		
基礎的能力	基礎的能力 60		20	20		0	100			
専門的能力	厚門的能力 0 0		0		0	0				
分野横断的	能力	0		0	0		0	0		

A	kashi Co	ollege	Year	2024		Course Title	Introduction to Active Learning	
Course	Informa	tion						
Course Co	ode	6117			Course Category	General	/ Compulsory	
lass For	mat	Semina	r	Credits			Credit: 1	
epartme	ent	Electrica	al and Computer E	Engineering	Student Grade	1st		
erm		First Se	mester		Classes per Wee	k 2		
eaching	and/or Materials		適宜資料を配布する					
nstructor		TAKEDA	Naho,MIZUNO Y	'uki,KUBOTA Ikum	<u>i</u>			
目らの興明 で技能を取 互いに学る 以上の科目) 他者と	双得していく があう関係性 目の目的をご コミュニケ	選握し、さら 、。 もづくりの考 いまえ、以下 ーションを		の興味関心とともに とする。			と体験し、基盤となるマインド、知識 最適解を目指す学びを体験する。	
Rubric								
			理想的な到達レ		標準的な到達レベ	ルの目安	未到達レベルの目安	
平価項目1	価値目1 他者とコミュニケーションを取る 他者とコミュ				他者とコミュニケ うとすることがで	きる。	うとすることができない。	
平価項目2	項目2 他者の話を聴くことができる。 他者の話を聴きる。				他者の話を聴こうきる。	とすることがで	きない。	
平価項目3					自分自身を振り返 ができる。	ろうとすること	自分自身を振り返ろうとすること ができない。	
ssigne	d Depar	tment O	bjectives					
eachin	g Metho	d						
outline		により、	高専での学びにおり	ける基礎的な力を身	につけることを目的	」としています。	は」ことが求められます。この授業 「答え」をつくるという一連の流れ	
Style		わる表現 えを内省 授業計画	わ、目分の出した。 する内省力などを 前に示す3名の担当	答えまでの筋道を整	理する論理的思考力	びます。成績評 シトとしては、 」、相手のフィー	呼価は、講義内でのグループワーク、 それぞれの成果物の中で、相手に位 - ドバックを受け取ってから自分のき	
			武田 字浦	(井/宝川会) ・4 /4111 ト/	D. (===			
lotice		 学生同士	の議論等を中心に	件(割合): 1/4以上の 参加型学習の手法に	よって展開します。	自らの考えを声	に出し、他者の声に丁寧に耳を傾に ・ ださい	
~h a va at	oriation			ため、学びの場を共	にノくる週往に負担	四川に参子してく	./2010	
	Learning	or Class ,	/ Division in Le		☑ Applicable to	Remote Class	☑ Instructor Professionally	
7,00,70	Learning		E /lided by It		The replicable to	Terriote class	Experienced	
Course	Plan							
			Theme			Goals		
		1st	オリエンテーショ	ン(全員)	打	受業の概要と目的	りを理解する。	
		2nd	自己紹介&お互い	を知ろう(武田)			る仲間について知る。	
		3rd	科学的な文章表現	(久保田)	1	艮拠となる論文を からなる文章を作 る。	を適切に引用して、序論・本論・結 作成して自身の主張を示すことがで	
		4th	問題定義の基礎(武田)	Ŧ	見状と目標の明り	文化により問題を定義した上で、発 の解決策を提案することができる。	
	1st Quarter	5th	問題定義の応用(武田)	[]	問題定義の技術や発想法を活用し、他者へのヒアリグ内容をもとに問題の定義や解決策について検討す		
		6th	コミュニケーショ	ン①(久保田)		対話的なコミュニ がについて理解し	ニケーションに必要な傾聴と質問の 」、実践する。	
st emeste		7th	コミュニケーショ	ン②(久保田)	-	さまざまな問題	・課題を論じるために必要なディス <i>。</i> こついて理解し、実践する。	
		8th	チームワーク①(久保田)	1	神間との学び合い	ハを実践する。	
		9th	チームワーク②(久保田)	= = = = = = = = = = = = = = = = = = = =	チームでの問題角	解決を実践する。	
		10th	答えのない問い 社	上会編①(水野)		复雑性や不確実性 かの様々な手法を	生の高い社会の中で対象を分析する <i>。</i> を理解する。	
		11th	答えのない問い 社	上会編②(水野)	社	复雑性や不確実性 かの考え方を理解	生の高い社会の中で価値を創造する 解する。	
	2nd							

科学技術と社会の関係を踏まえて、専門分野間の共通 点・相違点を知り、異分野協働の重要性を理解する。

科学技術と社会の関係を踏まえて、立てた問いや導い た答えを伝えるための手法を理解する。

この授業での学びについて振り返り、これからの学び 方について他者に話すことができる。

12th

13th

14th

2nd Quarter

答えのない問い 科学編① (武田)

答えのない問い 科学編②(武田)

まとめ① (武田)

	15th	まとめ②(武	田)		この授	業での学びについて振り いて他者に提案すること)返り、これからの学び とができる。
	16th						
Evaluation Met	hod and	Weight (%)					
	レポー	<u> </u>	発表・フィードバック	振返り課題		授業への取組み状況	Total
Subtotal	30		20	30		20	100
基礎的能力	10		10	20		10	50
分野横断的能力	20		10	10		10	50

Course Course Course Ford	Informa	Akashi College		Year 2024		Course Title	Introduction to Data Science	
Course Co Class Forr		tion		1		, ride	100101100	
Class Forr		6118			Course Categor	v General	/ Compulsory	
		Lecture			Credits	School (· · · · · · · · · · · · · · · · · · ·	
			and Computer I	Engineering	Student Grade	1st		
Term	-	First Seme	•		Classes per We			
Textbook Teaching						·		
Instructor	•	TSUCHIDA	A Takayuki,NON	MURA Hayato				
Can expla intelligend Can expla Can expla	ce. in an over in an over	view and appoint of composite view of composite view of informal contract of the contract of t	outers and netw mation security		cyberattacks and	defense.	ne learning, and artificial	
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1		and applicatio	ain an overview in examples of echnology, such as learning, and gence	Can explain an application exar information tecl IoT, machine le artificial intellige	mples of hnology, such a earning, and	Cannot explain an overview and application examples of information technology, such as IoT, machine learning, and artificial intelligence	
Achievem	ent 2		computers an		computers and	networks	Cannot explain an overview of computers and networks	
Achievem	ent 3		information se	ain an overview of ecurity and cyberattacks and	Can explain an information sec examples of cyl defense	curity and	Cannot explain an overview of information security and examples of cyberattacks and defense	
Assigne	d Depar	tment Obj	ectives					
Teachin	g Metho	d						
Outline		real-world other prac conducted developme Students v examples	issues and how tical examples by a faculty ment. will learn inform Ouizzes will b	w to resolve them a in society by utilizinember who has be	appropriately thr ng mathematics, en engaged at a teracy (knowled lesson to test st	data science, company in m	tal data such as "IoT," "big data," ence/AI." Students will learn about, using real data and issues, and and AI. This lecture will be iddleware (database) research and tures, and study of practical tanding. Students will be evaluated	
Notice			•	or more of classes v		e for a passing	grade.	
Charact	eristics (Division in Le			, ,		
☑ Active		51 G.G.S. 7 L	☑ Aided by I		☑ Applicable to	o Remote Class		
Course	Plan							
220.00		Т	heme			Goals		
		T 1st a	he relationship	between informati ment, and the com inology	on technology ponents of	Can explain the rules for using information systems in schools. Can explain application examples of information technology, such as IoT machine learning, and artificial intelligence in each department (MECA). Can explain the component of information technology and relevant laws and regulations.		
		2nd M	pplication exan ECA and an ov echnology used	nples of information erview of the inform (1)	n technology in mation	(automatic driv recognition), D	amples in Department M ving-related technology: traffic sign epartment E (Go using deep and an overview of the chnology used	
1st Semeste r	1st Quarter	3rd M	pplication exan ECA and an ov chnology used	nples of information erview of the inform (2)	n technology in mation	(infrastructure turbines and G security and co	amples in Department C maintenance using IoT: motorway IS), Department A (building ontemporary art), etc., and an e information technology being	
		4th M	pplication exan ECA and an ov echnology used	nples of information erview of the inform (3)	mation "		e details of the information d in MECA cases	
				unsupervised learn		Can explain ma labeled data	achine learning with or without	
		6th R	egression analy	ysis		Can explain red	gression analysis	
		7th R	eview			Reflection on s	tudies so far	
		8th M	utual Evaluatio	ns between studen	ts	Mutual Evaluat	ions between students	

		9th	Computer fundan	nentals (1)		Understand th what "calculat	e structure of a	a computer, and er means.		
		10th	Computer fundan	nentals (2)		Understand th	Understand the role of an operating system.			
		11th	Network fundame	Network fundamentals (1)			Understand the roles of information and communication networks in society.			
	2nd Quarter 12th		Network fundame	entals (2)		Understand ne mechanisms.	etwork configur	ations and		
		13th	Information secur	rity fundamental	s	Understand th	e need for info	rmation security.		
		14th	Cyberattacks and	defense (1)		Understand th	e major attack	tactics.		
	15th		Cyberattacks and	defense (2)		Understand defense tactics against attacks.				
		16th	Final exam			None	None			
Evaluation	on Metl	hod and \	Weight (%)							
	Ex	amination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	0		0	0	0	100	0	100		
Basic Proficiency	, 0		0	0	0	40	0	40		
Specialized Proficiency	d /		0	0	0	40	0	40		
Cross Area Proficiency			0	0	0	20	0	20		

Akashi College Course Information		ollege	Year	2024		Course Title	Exercise in Data Science	
Course	<u>Infor</u> ma	tion						
Course Co	ode	6119			Course Category	General /	Compulsory	
Class For	mat	Lecture			Credits	School C	redit: 1	
Departme	ent	Electrical a	and Computer E	ngineering	Student Grade	1st		
Term		Second Se	mester		Classes per Wee	ek 2		
Textbook Teaching	and/or Materials							
Instructo	r	TSUCHIDA	Takayuki,NOM	1URA Hayato				
Course	Objectiv	'es						
intelligene Can expla Can expla	ce. ain an ove ain an ove	rview of compryiew	outers and netw mation security		cyberattacks and	defense.	e learning, and artificial (Python).	
Rubric					_			
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	nent 1		and application	ain an overview n examples of chnology, such as learning, and gence	Can explain an of application examinformation tech IoT, machine lead artificial intellige	nples of nnology, such as arning, and	Cannot explain an overview and application examples of information technology, such as IoT, machine learning, and artificial intelligence	
Achievem	nent 2		computers and		Can explain an computers and		Cannot explain an overview of computers and networks	
Achievem	nent 3		information se	ain an overview of ecurity and yberattacks and	information secu	plain an overview of ation security and les of cyberattacks and Cannot explain an o information security examples of cyberat		
Assigne	ed Depar	tment Obje	ectives					
Teachin	ng Metho	od						
Outline		and "AI" foreal-world other practonducted developments of the students with the stud	ollowing their a issues and how tical examples by a faculty ment. vill practice pro	cquisition of knowly to resolve them in society by utilizi ember who has be gramming, data a	edge on "mather appropriately through mathematics, en engaged at a malytics, and analytics, and analytics.	matics/data scie ough exercises, data science, a company in mid vsis with exami	al data súch as "IoT," big data," nce/AI." Students will learn about using real data and issues, and nd AI. This lecture will be ddleware (database) research and bles using the Python program.	
Style		Quizzes wi	III be conducted	f every lesson to te	iarytics, and anai	iyaia witii exaiiil		
				ork which serve as	tests.		dents will be evaluated based on	
Notice		Students v	vho miss 1/3 o	ork which serve as r more of classes v	tests.		dents will be evaluated based on	
	ceristics	Students v		ork which serve as r more of classes v	tests.		dents will be evaluated based on	
Charact	ceristics Learning	Students v	vho miss 1/3 o	ork which serve as r more of classes v earning	tests.	for a passing g	dents will be evaluated based on	
Charact Active	Learning	Students v	vho miss 1/3 o Division in Le	ork which serve as r more of classes v earning	tests. vill not be eligible	for a passing g	rade. Instructor Professionally	
Charact Active	Learning	Students v of Class / D	vho miss 1/3 o Division in Le	ork which serve as r more of classes v earning	tests. vill not be eligible ☑ Applicable to	for a passing g	rade. Instructor Professionally	
Charact Active	Learning	Students v of Class / [who miss 1/3 on Division in Le Aided by Ioner	ork which serve as r more of classes v earning	tests. vill not be eligible Applicable to	for a passing g Remote Class Goals	rade. Instructor Professionally	
Charact Active	Learning	Students v of Class / [TI 1st Ir	who miss 1/3 on Division in Le Aided by Ioneme attroduction to p	ork which serve as r more of classes v earning	tests. vill not be eligible Applicable to	for a passing g Remote Class Goals Learn Python pr	rade. ☐ Instructor Professionally Experienced	
Charact Active	Learning	Students v of Class / E TI 1st Ir 2nd Ir	who miss 1/3 on Division in Le Aided by Ioneme attroduction to part of the part of th	ork which serve as r more of classes vearning CT programming (1)	tests. vill not be eligible Applicable to	Remote Class Goals Learn Python pr	rade. ☑ Instructor Professionally Experienced	
Charact	Learning	Students v of Class / E TI 1st Ir 2nd Ir 3rd Ir	who miss 1/3 on Division in Le Aided by Ioneme attroduction to part of the part of th	ork which serve as remore of classes vearning To represent the control of the co	tests. vill not be eligible Applicable to	Remote Class Goals Learn Python pr Learn Python pr	rade. Instructor Professionally Experienced ogramming syntax ogramming deep learning through	
Charact Active	Learning	Students v of Class / E TI 1st Ir 2nd Ir 3rd Ir 4th De	Aided by IO Aided by IO Division in Le Aided by IO Division to patroduction to patroductio	ork which serve as remore of classes vearning To represent the control of the co	tests. vill not be eligible Applicable to	Goals Learn Python pr Learn Python pr Learn Bout imp the use of samp Learn about ove	rade. Instructor Professionally Experienced ogramming syntax ogramming deep learning through	
Charact Active	Plan 3rd	Students v of Class / E Ti 1st Ir 2nd Ir 3rd Ir 4th Do 5th Do	Aided by IO Aided by IO Division in Le Aided by IO Division to patroduction to patroductio	ork which serve as r more of classes vearning Orogramming (1) Programming (2) Programming (3) control system	tests. vill not be eligible Applicable to	Remote Class Goals Learn Python pr Learn Python pr Learn Python pr Learn about imp the use of samp Learn about ove point of view of also given to ap	Instructor Professionally Experienced ogramming syntax ogramming syntax ogramming syntax olementing deep learning through le codes erview of deep learning from the control system, and attention is	
Charact ☑ Active Course	Plan 3rd	Students v of Class / E TI 1st Ir 2nd Ir 3rd Ir 4th Do 5th Do 6th Do	neme stroduction to patroduction to patroducti	ork which serve as r more of classes vearning CT programming (1) programming (2) programming (3) control system	tests. vill not be eligible Applicable to	Remote Class Goals Learn Python pr Learn Python pr Learn about imp the use of samp Learn about ove point of view of also given to ap Can demonstrat server	Instructor Professionally Experienced Ogramming syntax Ogramming syntax Ogramming syntax Olementing deep learning through le codes Erview of deep learning from the control system, and attention is plied problems in control system	
Charact Active	Plan 3rd	Students v of Class / E TI 1st Ir 2nd Ir 3rd Ir 4th Dr 5th Dr 6th Dr 7th St 2th St	Aided by IO Aided	ork which serve as r more of classes vearning orogramming (1) orogramming (2) orogramming (3) control system n is (1) is (2) · Mutual Eva	tests. vill not be eligible Applicable to	Remote Class Goals Learn Python pr Learn Python pr Learn about imp the use of samp Learn about ove point of view of also given to ap Can demonstrat server Can demonstrat	Instructor Professionally Experienced □ Instructor Professionally Experience	
Charact Active Course 2nd Semeste	Plan 3rd	Students v of Class / E TI 1st Ir 2nd Ir 3rd Ir 4th D 5th D 6th D 7th Si 8th Si be	neme atroduction to patroduction to patroducti	ork which serve as r more of classes vearning orogramming (1) orogramming (2) orogramming (3) control system n is (1) is (2) · Mutual Eva	tests. vill not be eligible Applicable to Compared to the series of t	Goals Learn Python pr Learn Python pr Learn Python pr Learn Bout imp the use of samp Learn about imp the use of samp Can demonstrate Server Can demonstrate Mutual Evaluation Check a comput	Instructor Professionally Experienced □ Instructor Professionally Experience	
Charact Active Course 2nd Semeste	Plan 3rd Quarter	Students v of Class / E TI 1st Ir 2nd Ir 3rd Ir 4th D 5th D 6th D 7th St 8th St 9th Co	neme atroduction to patroduction to patroducti	ork which serve as r more of classes vearning CT orogramming (1) orogramming (2) orogramming (3) control system n is (1) is (2) • Mutual Evaluation and programing services and services are services and services are services and services are services and services are service	tests. vill not be eligible Applicable to Compared to the series of t	Goals Learn Python pr Learn Python pr Learn about imp the use of samp Learn about ove point of view of also given to ap Can demonstrat Server Can demonstrat Can demonstrat Mutual Evaluation Check a comput performance by creating a simple Python Learn how to w	Instructor Professionally Experienced Ogramming syntax Ogramming syntax Ogramming syntax Olementing deep learning through le codes Prview of deep learning from the control system, and attention is plied problems in control system e data visualization using a web e a simple regression analysis e simple clustering (k-means) ⋅ ons between students er's configuration and	
Charact Active Course 2nd Semeste	Plan 3rd Quarter	Students von Class / E	Aided by IO Aided	ork which serve as r more of classes vearning CT orogramming (1) orogramming (2) orogramming (3) control system is (1) is (2) • Mutual Evaluation and programing	tests. vill not be eligible Applicable to Compared to the series of t	Goals Learn Python pr Learn Python pr Learn Python pr Learn about imp the use of samp Learn about ove point of view of also given to ap Can demonstrat Server Can demonstrat Mutual Evaluation Check a comput performance by creating a simple Python Learn how to w processing in Py Automate file pr to optimize simple	ogramming syntax ogramming syntax ogramming syntax ogramming syntax ogramming syntax olementing deep learning through le codes erview of deep learning from the control system, and attention is plied problems in control system e data visualization using a web e a simple regression analysis e simple clustering (k-means) ons between students er's configuration and obtaining system information and e benchmark with the use of rite and execute parallel thon to speed up your program ocessing in Python and learn how	

		13th	N	etwork processir	ng (1)		Learn how to automate web-related tasks by programming			
		14th	N	etwork processir	ng (2)		Learn more abou communication t	t handling Intern hrough Python	et	
	15th Security and summary of studies		Reproduce vulnerable websites in Python and learn about the need for security by verifying their behavior Review the previous exercises and learn how they relate to each other and how they can be combined to build a system							
		16th	Fi	inal exam			None			
Evaluati	on M	ethod and	d We	eight (%)						
		Examinatio	n	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total	
Subtotal		0		0	0	0	100	0	100	
Basic Proficiency	У	0		0	0	0	40	0	40	
Specialize Proficiency		0		0	0	0	40	0	40	
Cross Area Proficiency		0		0	0	0	20	0	20	

А	kashi Co	ollege	Year	2024		Course Title	Music-1	
Course	Informa	tion						
Course Co	ode	6120			Course Categor	y Genera	l / Elective	
Class For	mat	Skill			Credits	School Credit: 1		
Departme	ent	Electrical a	ınd Computer E	ngineering	Student Grade			
Term		First Seme	ster		Classes per Wee	ek 2		
Textbook Teaching	Matérials	_		uppan, Co.). Variou	us sheet music a	nd other print	outs will also be distributed in class.	
Instructor		IZUMI Yuk	<u>a</u>					
1. Acquire 2. Master 3. Learn t	the basics	tice the basics of chord nar	er flute and pra					
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievement 1			The student ac practiced the b vocalization ar	cquired and basics of nd chorus well.	The student acc practiced the ba vocalization and	sics of	The student did not acquire or practice the basics of vocalization and chorus.	
Achievem	ent 2		The student m basics of chord		The student ma basics of chord		The student did not master the basics of chord names.	
Achievem	ent 3		The student ac of the recorde practiced then		The student acc the recorder flu them.			
Achievem	ent 4		The student co practice music well.	ould plan and cal performances	The student cou practice basic m performances.	uld plan and nusical	The student could not plan or practice musical performances.	
	<u>d Depar</u> ig Metho	tment Obje	ectives					
	ig Metric		ne joy of eynre	esing vourself thro	uah music Evne	rience not only	/ disposable music, but also genuine	
Outline		"music" th	at has survived	times regardless	of its eastern or	western origin	s.	
Style		Pratical cla	isses of music e	expression.				
Notice		Students w Practical ex	vho miss 1/4 or xperience: The	r more of classes w instructor is an ex	vill not be eligible perienced vocali	e for evaluation ist. She has co	rain from unnecessary private talk. n. n-starred in recitals and orchestras specific and up-to-date information	
Charact	eristics	of Class / D	Division in Le	earning				
☑ Active	Learning		☐ Aided by I	СТ	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
Course	Plan	I I			1			
		1 - Pa	neme arting, grouping	g, stretching, vocal a simple two-voice	ization	Goals To be able to :	sing a simple two-voice song.	
		<u> </u>	actice, singing actions and actions.	•		To sing simple	e songs with piano accompaniment.	
		—	ude I for Chora					
		—	nord name Basi			To sing simple songs with piano accompaning Understand the simplest 3 chords.		
	1st		ude III for Cho				ice or 3-voice J/POP.	
	Quarter		ude IV for Cho				prrect pitch even in a few people	
		7th Et	ude V for Chor	al		·	be echoed beautifully, even in a few	
1st		8th Ch	nord name Basi	ics II			ractice and quizzes, group oractice.	
Semeste r		9th Et	ude VI for Cho	ral			for the group presentation.	
		10th Et	ude VII for Cha	oral		The group will something to satisfaction.	present and be able to transmit other people, beyond self-	
		11th Re	ecorder Flute B	asics I			e charm of the recorder flute!	
	2nd		ecorder Flute B			Play a simple		
	Quarter			ectice for practical s	akill toot T		music performance in the students'	
		14th Pla	anning and pra	ctice for practical s	skill test II	To plan a free expertise field	music performance in the students'	
		450	Planning and practice for practical skill test II			expertise field. Practical test and "Class presentation"		
	15th Practical test and "Class presentation"				on"	Practical test a	and "Class presentation"	
-			actical test and o end term exa	<u> </u>	on"	Practical test a	and "Class presentation"	

	Attendance	Behavior	Pratical Test	Vocal/Flute	Chord Test	Other	Total
Subtotal	10	15	35	20	20	0	100
Basic Proficiency	10	8	25	20	20	0	83
Specialized Proficiency	0	0	0	0	0	0	0
Cross Area Proficiency	0	7	10	0	0	0	17

Д	Akashi C	ollege	Year	2024		Course Title	Music-2		
Course	Informa	tion		•		-			
Course Co	ode	6121			Course Categor	y General	/ Elective		
Class For	mat	Skill			Credits	School C	redit: 1		
Departme	ent	Electrica	l and Computer I	Engineering	Student Grade	1st			
Term		Second 9	Semester		Classes per We	eek 2			
	Materials		. ,	uppan, Co.). Variou	us sheet music a	nd other printo	uts will also be distributed in class.		
Instructo		IZUMI Yı	uka						
1. Acquire 2. Master 3. Use a 4. Plan ar	knowledge	tice the bas s of chord n	sics of vocalizatio ames. ames to create a erformance.	on and chorus. I cappella chorus ha	armonies.				
Rubric			1		I		T		
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	nent 1		The student a practiced the vocalization a		The student acc practiced the ba vocalization and	sics of	The student did not acquire or practice the basics of vocalization and chorus.		
Achieven	nent 2			d names well.	The student ma basics of chord	names.	The student did not master the basics of chord names.		
Achievem	nent 3		The student c their knowled to create a ca harmonies.	could freely use ge of chord names ppella chorus	The student cou knowledge of cl create a cappel harmonies.	hord names to	The student could not use their knowledge of chord names to create a cappella chorus harmonies.		
Achievem	nent 4			could plan and cal performances	The student coupractice basic negrormances.		The student could not plan or practice musical performances.		
Assigne	ed Depar	tment Ob	jectives						
	ng Metho		J						
Outline	19 1 100110	To know	the joy of expre	essing yourself thro d times regardless (ugh music. Expe	rience not only	disposable music, but also genuine		
Style			classes of music		or its casterri or	western origins	•		
Notice		Students Practical Japan ar on music	s who miss 1/4 o experience: The nd overseas, and c.	can use her experi	vill not be eligible perienced vocali	e for evaluation st. She has co-	starred in recitals and orchestras ir ecific and up-to-date information		
Charact	teristics	of Class /	Division in Le	earning	Т		1		
☑ Active	Learning		☐ Aided by I	☐ Aided by ICT		Remote Class	☐ Instructor Professionally Experienced		
Course	Plan								
Course	lan		Theme			Goals			
			A Cappella Chall	enge I			a short four-voice song of about with a sense of beautiful		
		2nd	A Cappella Chall	enge II		Select a song fi suitable for the	om the a cappella selection, group and practice in the group.		
		3rd	A Cappella Chall	enge III		Repeat practice	and check the group progress.		
	3rd Quarter	4th	A Cappella Chall			In addition to r	3 1 1 3		
				enge IV		presentation, to performances.	erforming at the group o enjoy listening to other groups'		
		5th	Chord Name Bas			presentation, to performances.	erforming at the group		
2nd			Chord Name Bas Chord Name Bas	sics III		presentation, to performances. Learn 7th and analyze songs. The measure o short tests.	erforming at the group of enjoy listening to other groups' raction chords. To be able to f knowledge acquired through		
		6th		sics III		presentation, to performances. Learn 7th and analyze songs. The measure o	erforming at the group of enjoy listening to other groups' raction chords. To be able to f knowledge acquired through		
		6th 7th	Chord Name Bas	sics III sics IV sics V		presentation, to performances. Learn 7th and analyze songs. The measure o short tests.	rerforming at the group of enjoy listening to other groups' raction chords. To be able to f knowledge acquired through		
2nd Semeste r		6th 7th 8th	Chord Name Bas	sics III sics IV sics V		presentation, to performances. Learn 7th and analyze songs. The measure o short tests. Review of weel Music knowlede To try to sing t composers.	rerforming at the group of enjoy listening to other groups' fraction chords. To be able to f knowledge acquired through to 6. ge quiz the chorus of popular contemporary		
		6th 7th 8th 9th	Chord Name Bas Chord Name Bas Chord Name Bas	sics III sics IV sics V sic VI		presentation, to performances. Learn 7th and analyze songs. The measure o short tests. Review of weel Music knowled. To try to sing to composers. To express the do the best post	erforming at the group of enjoy listening to other groups' fraction chords. To be able to f knowledge acquired through to 6. ge quiz the chorus of popular contemporary song carefully and with details. To stible vocalization and sound.		
	4th Quarter	6th 7th 8th 9th 10th	Chord Name Bas Chord Name Bas Chord Name Bas Joy of singing I	sics III sics IV sics V sic VI		presentation, to performances. Learn 7th and analyze songs. The measure of short tests. Review of weel Music knowledge To try to sing to composers. To express the dothe best post Each student sifeel the joy of sand dynamic expression.	rection chords. To be able to factoring at the group of enjoy listening to other groups' reaction chords. To be able to factoring the chorus of popular contemporary song carefully and with details. To esible vocalization and sound. The chorus of the music and singing together with thoughtful expression.		
		6th 7th 8th 9th 10th 11th	Chord Name Bas Chord Name Bas Chord Name Bas Joy of singing I Joy of singing II Joy of singing II	sics III sics IV sics V sic VI	skill test I	presentation, to performances. Learn 7th and analyze songs. The measure of short tests. Review of weel Music knowledge To try to sing to composers. To express the do the best post Each student sifeel the joy of sand dynamic exprepare for praguitar solo, pia	rection chords. To be able to factoring at the group of enjoy listening to other groups' reaction chords. To be able to factoring the chorus of popular contemporary as ong carefully and with details. To sible vocalization and sound. The chorus of the music and singing together with thoughtful expression. Citical tests. A cappella ensemble, no solo, etc.		
		6th 7th 8th 9th 10th 11th	Chord Name Base Chord Name Base Chord Name Base Joy of singing I Joy of singing II Joy of singing III Planning and pra	sics III sics IV sics V sic VI	skill test I	presentation, to performances. Learn 7th and analyze songs. The measure of short tests. Review of weel Music knowledge To try to sing to composers. To express the do the best post Each student sifeel the joy of sand dynamic exprepare for praguitar solo, pia	rection chords. To be able to f knowledge acquired through to 6. ge quiz he chorus of popular contemporary song carefully and with details. To sible vocalization and sound. Hould be aware of the music and singing together with thoughtful operation. Ctical tests. A cappella ensemble,		

	15th		ctical test and " rse summary	Class presentatio		Practical test and "Class presentation." Course summary.			
	16th	n No e	end term exam						
Evaluation Method and Weight (%)									
	Attenda	nce B	Sehavior	Pratical Test	Short Singing Test	Chord Test	Other	Total	
Subtotal	10	1	5	35	20	20	0	100	
Basic Proficiency	10	5		10	15	20	0	60	
Specialized Proficiency	0	5		15	0	0	0	20	
Cross Area Proficiency	0	5		10	5	0	0	20	

А	kashi Co	ollege	Year	2024			ourse Fitle	Art-1	
Course	Informa	tion							
Course Co	ode	6122	-		Course Categor	ry	General ,	/ Elective	
Class Forr	mat	Skill			Credits		School C	redit: 1	
Departme	ent	Electrical ar	nd Computer E	ngineering	Student Grade	1st			
Term		First Semes	ster		Classes per We	eek	2		
Textbook Teaching				ublishing). Various	s printouts will a	also be o	distribute	d in class.	
Instructor	•	OHNO Ryoh	nei						
Course	Objectiv	es							
2. Can ap	preciate w	gs in several a orks of art and elationship bet	rt forms. d comment on tween real life	them in groups. and art.					
Rubric									
		:	Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1	!	Can express th several art forr	ings freely in ns.	Can express the art forms.	ings in	several	Cannot express things in several art forms.	
Achievem	ent 2	(Can accurately of art and com groups.	appreciate works ment on them in	Can appreciate comment on th			Cannot appreciate works of art and comment on them in a group.	
Achievem	ent 3	1	Can fully under relationship be and art.	rstand the tween real life	Can understand between real lif			Can not understand the relationship between real life and art.	
Assiana	d Denar	tment Obje			1			1	
			CUVCS						
reactiin	g Metho	1	ng things in dif	foront art forms	actudina 2 di	noncia	al norter	ving (skatching) 2 dimmanaian-1	
Outline		works (clay is related to	works), color	(color materials),	ideas (images),	studen	ts refine	ying (sketching), 3-dimmensional their sensitivity and learn how art	
Style			mainly conduc nn C. Herbert	ted through pract	ical lessons on h	now to e	express t	hings in different art forms.	
		motivated a cleaning up Students w of Class / D	attitude. A F6-s the classroom ho miss 1/4 or ivision in Le	size sketchbook is after lessons are more of classes w arning	used in classes. mandatory. vill not be eligible	Do not le for ev	forget th	quired to create art with a hings like tools. Tidying and	
☑ Active	Learning		☐ Aided by IC	T	☑ Applicable to	o Remo	te Class	Experienced	
Course	Plan								
Course	l	The	eme			Goals			
		1ct Exp	plaining the cla	ss content, tools, gnments for the n	appreciation of	Godis			
			etching 1	grimenes for the fr	CXC CIGSS	To dray	w Sketch	1	
			etching 2			To draw Sketch 1. To draw Sketch 2.			
	1st		etching 3			To draw Sketch 2.			
	Quarter		etching 4			To draw Sketch 3.			
			etching 5				w Sketch		
			etching 6				w Sketch		
		Rth Ab		on using color mat	terials (image	To exp		gs in an abstract art form using	
1st Semeste r			stract expression	on using color mat	terials (image	To exp color m	ress thin	gs in an abstract art form using	
		10th About	stract expression	on using color mat	terials (image		ress thin naterials.	gs in an abstract art form using	
	2nd	of i	nature 4)	on using color mat	, -	color in	naterials.	gs in an abstract art form using	
	Quarter	nex	xt class	laining the assigni		form in	n a group		
				g skeletal frame 1))		•	ting skeletal frame of figure.	
			ure (croquis dr				w croquis		
			ure (croquis dr	rawing 2)		To drav	w croquis	5.	
		16th No	final exam			I			
		L L							
Evaluati	l ion Meth	od and Wei							
Evaluati	l ion Meth	od and Wei		roduction	Attendance · Be	l ehavior		Total	
Evaluati Subtotal Basic Prof		od and Wei	ight (%)	roduction	Attendance · Bo	l ehavior		Total 100 100	

Specialized Proficiency	0	0	0
Cross Area Proficiency	0	0	0

Д	ıkashi Co	ollege	Year	2024			ourse Title	Art-2
Course	Informa	tion						
Course Co	ode	6123			Course Categor	ry	General,	/ Elective
Class For	mat	Skill			Credits		School C	redit: 1
Departme	ent	Electrical a	nd Computer E	ngineering	Student Grade		1st	
Term		Second Ser	nester		Classes per We	ek	2	
Textbook Teaching		Art 1 (Mits	umura Tosho P	ublishing). Various	s printouts will a	lso be	distribute	d in class.
Instructo	<u>r</u>	OHNO Ryol	nei					
Course	Objectiv	'es						
2. Can ap	preciate v	gs in several a vorks of art an elationship be	ort forms. d comment on tween real life	them in groups. and art.				
Rubric								
			Ideal Level		Standard Level			Unacceptable Level
Achievem	ent 1		Can express th several art forr	ings freely in ns.	Can express the art forms.	ings in	several	Cannot express things in several art forms.
Achievem	ent 2		Can accurately of art and com groups.	appreciate works ment on them in	Can appreciate comment on th			Cannot appreciate works of art or comment on them in a group.
Achievem	ent 3		Can fully under relationship be and art.	rstand the tween real life	Can understand between real lif			Can not understand the relationship between real life and art.
Assiana	d Denar	tment Obje			1			The same and an
			ctives					
reactiin	g Metho		ing things in di	foront art farms :	actudina 2 dias	nonoi e	al parter	ving (chotching) 2 disamonais = 1
Outline		works (clay is related to	works), color	(color materials),	ideas (images),	studer	nts refine	ying (sketching), 3-dimmensional their sensitivity and learn how art
Style		Classes are Liaison: Joh		ted through pract	ical lessons on h	now to	express t	hings in different art forms.
Notice Charact	eristics	This course motivated a cleaning up Students w	attitude. A F6-s the classroom	duals to take their size sketchbook is after lessons are more of classes w	used in classes. mandatory.	Do no	t forget th	quired to create art with a nings like tools. Tidying and
☑ Active	Learning		☐ Aided by IC	T	☑ Applicable to	o Remo	ote Class	Experienced
Course	Plan							
000.00		Th	eme			Goals		
		1st Gr	oup work / exp	laining the assigni	ment for the	To comment on replicated drawings and croq		
		and Fie	xt class 4 eldwork 1 (outd	loor sketching, and	d memorable	drawings in a group. To sketch outdoors.		
		and Fie	ndscapes and the eldwork 2 (outd	loor sketching and	memorable	To sketch outdoors.		
	3rd	4th Fie		oor sketching, and	d memorable		etch outdo	
	Quarter	lar	ndscapes and th					
		ne ne	xt class 5				nment on sign a cha	outdoor sketches in a group.
			sign (creating a				sign a cha	
2nd			sign (creating a				sign a cha	
2nd Semeste r		9th En	vironmental ar	t 1 (art work that the relationship l	emerges into between art			nvironmental art.
		an En 10th url	d society) vironmental ar pan landscape	t 2 (art work that / the relationship l	emerges into			nvironmental art.
	4th Quarter	En 11th url	d society) vironmental ar oan landscape , d society)	t 3 (art work that / the relationship l	emerges into petween art	To appreciate environmental art.		
	2			1 (image training)		To ove	ress idea	c
				1 (image training) 2 (image training)			oress idea oress idea	
		H + + + + + + + + + + + + + + + + + + +		· · · · · · · · · · · · · · · · · · ·				
		 	pressing ideas neral review of	3 (image training)		-	oress idea	s. the content of general review.
				all		TO UN	uei stana 1	the content of general review.
		1	final exam					
<u> Evaluat</u>	<u>ion Meth</u>	<u>nod and We</u>	ıght (%)					

	Practical skill production	Attendance · Behavior	Total
Subtotal	80	20	100
Basic Proficiency	80	20	100
Specialized Proficiency	0	0	0
Cross Area Proficiency	0	0	0

Д	Akashi Co	ollege	Year	2024			ourse Fitle	Literacy for Disaster Risk Reduction	
Course	Informa	tion							
Course Co	ode	6127			Course Category	/	Specialize	ed / Compulsory	
Class For	mat	Lecture			Credits		School C	redit: 1	
Departme	ent		nd Computer Er	ngineering	Student Grade		1st		
Term		Second Sen	nester		Classes per Wee	ek	2		
Textbook Teaching	Materials								
Instructo		•	Tomoki,YEGAI	NE GHEZELLOO					
	Objectiv								
reduction	rstand the and preve	natural disaste ention.	ers that occur i	n Japan, and acq	uire the knowledg	je, aw	areness,	and skills related to disaster risk	
Rubric					T			1	
			Ideal Level		Standard Level			Unacceptable Level	
Achievem	disasters t and not or evement 1 knowledge skills relat reduction			detail the natural occur in Japan, ave acquired the areness, and disaster orevention but them.	Can explain the disasters that oc and have acquire knowledge relate risk reduction ar	ccur in ed the ed to	Japan, disaster	Cannot explain the natural disasters that occur in Japan.	
Assigne	d Depar	tment Obje	ctives						
	ng Metho								
Outline		In this cour disaster risk various situ can also wo	c reduction and ations in their s	l prevention to be social lives or in t	ecome a leader in	disast to whi	er risk red ch they b	e, awareness, and skills related to duction and disaster prevention in elong. Those who would like to	
Style		Ithere will al	lso be collabora	itive learning suc	h as CROSSROAD	game	s.	nding on the lecturer. However, isiting lecturers: Weeks 5, 7, 12,	
		Students wi	ill learn the mir	nimum amount of	f what they need t	to kno	w to live	in Japan, a developed country	
Notice		role as a dis	saster prevention	on leader in the f	to learn with an i	nteres		world events and play an active	
	eristics	role as a dis Students w	saster prevention	on leader in the f more of classes v	to learn with an i uture.	nteres		world events and play an active	
Charact	ceristics Learning	role as a dis Students w of Class / D	saster prevention ho miss 1/3 or	on leader in the fi more of classes v arning	to learn with an i uture.	for ev	aluation.	world events and play an active	
Charact Active	Learning	role as a dis Students w of Class / D	saster prevention of the miss 1/3 or in Least 1/2 ivision in Least 1/2 i	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible	for ev	aluation.	world events and play an active □ Instructor Professionally	
Charact	Learning	role as a dis Students w of Class / D	saster prevention of the miss 1/3 or in Least 1/2 ivision in Least 1/2 i	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	for ev	aluation.	world events and play an active □ Instructor Professionally	
Charact Active	Learning	role as a dis Students w of Class / D	saster prevention ho miss 1/3 or ivision in Lea	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	for every Remo	valuation. Ite Class	world events and play an active □ Instructor Professionally	
Charact Active	Learning	role as a dis Students will of Class / D	saster prevention ho miss 1/3 or ivision in Lea Aided by IC eme	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	for ev Remo	raluation. te Class	world events and play an active ☐ Instructor Professionally Experienced	
Charact Active	Learning	role as a dis Students who of Class / D The last last last last land land land land land land land land	saster prevention ho miss 1/3 or ivision in Lea Aided by IC eme week	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	for every Remo	raluation. te Class ice, What	□ Instructor Professionally Experienced	
Charact Active	Learning	role as a dis Students w of Class / D The 1st 1st 2nd 2nd 3rd 3rd	saster prevention ho miss 1/3 or ivision in Lea livision in Le	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	Remo Goals Guidan CROSS Earthq	raluation. Ite Class Ice, What IROAD ga	□ Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka]	
Charact Active	Learning	role as a dis Students who of Class / D The standard last last last last last last last last	saster prevention ho miss 1/3 or ivision in Lead of the control of	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	Remo Goals Guidan CROSS Earthq	raluation. Ite Class Ice, What IROAD ga uake disa mi disaste	□ Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A]	
Charact Active	Plan 3rd	role as a dis Students who of Class / D The standard last last last last last last last last	saster prevention ho miss 1/3 or ivision in Lea Aided by IC eme week d week d week d week n week	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a	raluation. te Class ce, What ROAD ga uake disa ni disaste cological cabnormal	Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] ers [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential	
Charact Active	Plan 3rd	role as a dis Students who of Class / D The stand 2nd 3rd 3rd 4th 4th 5th 5th 6th 6th	saster prevention ho miss 1/3 or ivision in Lea Aided by IC eme week d week d week d week n week n week	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C C C C C C	Remo Goals Guidan CROSS Earthq Fsunar Meteorrains, as Sedimerains)	te Class Ice, What ROAD ga uake disa ni disaste ological cabnormal ent disast [Lectures mergency	Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] ers [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential	
Charact Active	Plan 3rd	role as a dis Students w of Class / D	saster prevention ho miss 1/3 or ivision in Lea livision in Le	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C C C C C C	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Sedimerains) Fire, electure	te Class Ice, What ROAD ga uake disa ni disaste ological cabnormal ent disast [Lectures mergency	Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] ers [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A]	
Charact Active Course	Plan 3rd	role as a dis Students wide Students St	saster prevention ho miss 1/3 or ivision in Lea livision in Le	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C	Remo Goals Guidan CROSS Earthq Fsunar Meteorrains, and	te Class Ice, What ROAD ga Uake disa Ini disaste Icological cabnormal Icetures Icetures Icetures Icetures Icen exam Ice and res	Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] ers [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] a, and rescue Activities [Visiting estoration of lifelines [Motozuka]	
Charact Active Course	Plan 3rd	role as a dis Students wide Students St	saster prevention ho miss 1/3 or ivision in Lead of the control of	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorains, as Gedimerains) Fire, electure Midtern Damag Recons Motoz	te Class Ice, What ROAD ga Iuake disa Ini disaste Icological cabnormal Icent disast Icectures Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] a, and rescue Activities [Visiting estoration of lifelines [Motozuka] planning and urban reconstruction		
Charact Active Course	Plan 3rd	role as a dis Students wide Students wid	saster prevention ho miss 1/3 or ivision in Lea livision in Le	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Sedimerains) Fire, enecture Midtern Damag Recons Motoz Topics Motoz	raluation. ace, What ROAD ga uake disa mi disaste rological cabnormal ent disast [Lectures mergency rr] m exam ge and res struction p uka] on inforn uka]	Instructor Professionally Experienced is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] a, and rescue Activities [Visiting estoration of lifelines [Motozuka] planning and urban reconstruction mation in the event of a disaster	
Charact Active Course	Plan 3rd	role as a dis Students wide Students Students	saster prevention ho miss 1/3 or ivision in Lea livision in Le	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C C C C C C	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Goaline, electure Midterr Damac Recons Motoz Topics Motoz Doperat Dousin	dee, What ROAD gas uake disaste ological cabnormal ent disaste [Lectures mergency r] m exam ge and restruction uka] on informuka] ing a sheg [Visiting	Instructor Professionally Experienced Is a disaster? [Lectures A] Ime [Motozuka] Isters [Lectures A] Isters [Lectures A] Isters [Lectures A] Isters (typhoons, torrential weather) [Visiting lecturer] Isters (earthquakes and torrential A] Isters (and rescue Activities [Visiting lecturer] Isters (and rescue Activities [Visiting lecturer] Isters (and rescue Activities [Visiting lecturer] Ister and living in temporary [Iter and living in temporary [Iter and living in temporary [Iter]	
Charact Active Course	Plan 3rd Quarter	role as a dis Students wide Students Students	saster prevention in Leading ivision in Leading ivi	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to C C C C C C C C C C C C C	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Sedimerains, a Sedimerains) Fire, electure Midterr Damac Recons Motoz Operat nousin Resport	diagraphic valuation. The Class Instructor Professionally Experienced Is a disaster? [Lectures A] Ime [Motozuka] Isters [Lectures A] Isters [Lectures A] Isters [Lectures A] Isters [Lectures A] Isters (typhoons, torrential weather) [Visiting lecturer] Isters (earthquakes and torrential A] Isters (arthquakes and torrential A] Isters (earthquakes and torrential A) Isters (arthquakes arthquakes and torrential A) Isters (arthquakes arthquakes arthquakes arthquakes arthquakes arthquakes		
Charact Active	Plan 3rd Quarter	role as a dis Students w of Class / D	saster prevention ho miss 1/3 or ivision in Lea	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to Concept of the content of the con	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Godina Goals Guidan CROSS Earthq Fsunar Meteorrains, a Godina Goals raluation. te Class ace, What ROAD ga uake disa mi disaste rological c abnormal ent disast [Lectures mergency r] m exam ge and res struction puka] ing a she g [Visiting ading to p nce in the eer disast	Instructor Professionally Experienced Is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) storation of lifelines [Motozuka] planning and urban reconstruction mation in the event of a disaster lter and living in temporary glecturer] persons requiring special event of a disaster [Motozuka] there prevention organizations, reprevention plans, hazard maps		
Charact Active Course	Plan 3rd Quarter	The Students will of Class / D The Ist 1st 2nd 2nd 3rd 4th 4th 5th 5th 5th 5th 5th 5th 9th 10th 10th 11th 12th 12th 13th 13th 14th 1	saster prevention in Leading ivision in Leading ivi	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to Concept of the content of the con	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a sedime ains, a	raluation. te Class ace, What ROAD ga uake disa mi disaste rological cabnormal ent disast [Lectures mergency r] m exam ge and res struction ruka] ing a she g [Visiting nding to p nce in the eer disast al disaste g lecture	Instructor Professionally Experienced Is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) et (earthquakes and torrenti	
Charact Active Course	Plan 3rd Quarter	role as a dis Students widof Class / D	saster prevention in Leading ivision in Leading ivi	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to Concept of the content of the con	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a sedime ains, a	raluation. te Class ace, What ROAD ga uake disa mi disaste rological c abnormal ent disast [Lectures mergency r] m exam ge and res struction p uka] ing a she g [Visiting nding to p nce in the eer disast al disaste g lecture er risk ma Lectures	Instructor Professionally Experienced Is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) et (earthquakes and torrenti	
Charact Active Course 2nd Semeste r	Plan 3rd Quarter 4th Quarter	role as a dis Students widof Class / D	saster prevention in Leading ivision in Leading ivi	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to Concept of the content of the con	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Gedimerains) Fire, energine,	raluation. te Class ace, What ROAD ga uake disa mi disaste rological c abnormal ent disast [Lectures mergency r] m exam ge and res struction p uka] ing a she g [Visiting nding to p nce in the eer disast al disaste g lecture er risk ma Lectures	Instructor Professionally Experienced Is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) et (earthquakes and torrenti	
Charact Active Course 2nd Semeste r	Plan 3rd Quarter 4th Quarter	role as a dis Students widof Class / D	saster prevention miss 1/3 or ivision in Lead	on leader in the fi more of classes v arning	to learn with an i uture. will not be eligible Applicable to Concept of the content of the con	Remo Goals Goals Guidan CROSS Earthq Fsunar Meteorrains, a Gedimerains) Fire, electure Midterr Damac Recons Motoz Topics Topics Topics Motoz Topics To	raluation. te Class ace, What ROAD ga uake disa mi disaste rological c abnormal ent disast [Lectures mergency r] m exam ge and res struction p uka] ing a she g [Visiting nding to p nce in the eer disast al disaste g lecture er risk ma Lectures	Instructor Professionally Experienced Is a disaster? [Lectures A] me [Motozuka] sters [Lectures A] disasters (typhoons, torrential weather) [Visiting lecturer] ers (earthquakes and torrential A] and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) and rescue Activities [Visiting lecturer] et (earthquakes and torrential A) et (earthquakes and torrenti	

Basic Proficiency	0	0
Specialized Proficiency	80	80
Cross Area Proficiency	20	20

A	Akashi Co	ollege	Year	2024		Course Title	Electric Circuits I			
Course	Informa	ition			_					
Course C	ode	6128			Course Catego	ry Specia	lized / Compulsory			
Class For	mat	Lecture			Credits	Acade	nic Credit: 2			
Departme	ent	Electrical a	nd Computer E	ngineering	Student Grade	1st				
Term		First Semes	ster		Classes per We	eek 2				
Textbook Teaching	and/or Materials	教科書:金原	京粲:電気回路改調	丁版、実教出版						
Instructo	r	OHMUKAI N	Masato							
Course	Objectiv	es/es								
[2]回路方	程式を立て	ることができ、	これを解いて具	ができ、これらのi 体的な数値を用いて 解し説明ができ、i	て計算ができる。	と計算ができる。				
Rubric										
			理想的な到達レ	ベルの目安	標準的な到達レ	ベルの目安	未到達レベルの目安			
評価項目[1]		電圧と電流および いて理解し説明だ 計算ができる。	び抵抗の関係につ ができ、これらの	電圧と電流およるいて理解し説明が		電圧と電流および抵抗の関係につ いて理解し説明ができない。			
評価項目[2]		回路方程式を立てれた解いて具作では、 これを解いて具作できる。	本的な数値を用い	回路方程式を立 ⁻ 。	てることができ	る 回路方程式を立てることができない。			
評価項目[3]		定理の関係を理解	およびノートンの 解し説明ができ、 化と計算ができ る	デブナンの定理 定理の関係を理解。	ーー およびノートン 解し説明ができ	の テブナンの定理およびノートンの 定理の関係を理解し説明ができな い。			
Acciono	d Donar	tment Obje	· octives				I			
			CLIVES							
reachir	ng Metho		/ だ雨生の知識な	ははない。大声法向	吹をファク オス	ママズ 同弊	中の電法 東圧 乗われ どの計管がっ			
Outline		きることをE なテーマでは	目標とする。直流 ある。	配路は、今後学ぶ	交流回路の基礎と	なるだけでなく 	中の電流、電圧、電力などの計算がで 電気回路、電子回路の基本であり重要			
Style		講義形式に。 なう。最後に る。	より重要な概念 <i>σ</i> こは小テストを行)解説を行い、より 「い理解度チェック	深く理解するため を実施する。宿題	に、周囲とのコ は自力で調べな	ミュニケーションを交えた自習をおこ がら学習するもので、試験範囲にも入			
Notice		90時間に	相当する学習内? る宿題は期限まて こ、電気回路をマ	ミであろ .			な標準的な自己学習時間の総計が 質問して解決していくプロセスが求め である。評価の対象としない欠席条件			
Charact	teristics	of Class / D	ivision in Le	arning						
	Learning	,	☐ Aided by IC		☑ Applicable t	o Remote Clas	s			
Course	Plan									
		Th	eme			Goals				
			気回路とは:抵抗 並列接続	1、オームの法則、	抵抗の直列接続	オームの法則を理解し、電圧、電流などが計算できる 。合成抵抗を計算できる。宿題:演習				
		2nd 電流		E比と分流比、合成	抵抗の求め方の	分流比と分圧比を利用することができる。高度な合成 抵抗の求め方を習得する。宿題:演習(等電位法を含む)				
	1st	3rd 電流	源と電力:電圧派	京と電流源と内部抵	抗、	できるようにな	の概念を理解する。等価回路の変換が る。宿題:演習			
	Quarter	4th 電流	原と電力:電力と	<電力量、最大電力	伝送定理	電力と電力量の 使える。宿題 :)概念を理解する。最大電力伝送定理を 演習			
		5th 確認	認テスト			60点以上を明まれる				
		6th 回	路方程式:キルは	ニホッフの法則、ル	ープ電流法	できる。宿題:)法則を理解し、ループ電流法の立式が 演習			
1st		7th 回	路方程式:ノート	電圧法		ノード電圧法の	立式ができる。宿題:演習			
Semeste		8th 💷	路方程式 : ブラン	ノチ電流法			の立式ができる。宿題:演習			
r		9th U	ろいろな回路: こ	ブリッジ回路		ホイートストン える。宿題: 担	ンブリッジの平衡条件を理解し計算に使 F抗窓			
		10th 確認	 認テスト			60点以上を明				
			<u>ボッハー</u> ろいろな回路 : Y			,	・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・			
	2nd	12th (12	ろいろな回路:重	したないである。		電圧源の重ね合	な 合わせの原理を理解し、等価回路から電 5。宿題:演習、ミルマンの定理			
	Quarter	4311	マハマか同牧・ニ	== 1 ,1 > &中田			を利用して電流を計算できる。宿題			
		13th (1)	ついつは凹路:フ	デブナンの定理		:演習、電流記				
			ろいろな回路: ラ			:演習、電流記	トと分流器 型を利用して電圧を計算できる。宿題			
		14th (1)				: 演習、電流記	トと分流器 目を利用して電圧を計算できる。宿題 トと分圧器			

Evaluation Method and Weight (%)								
	試験	平常点	Total					
Subtotal	50	50	100					
基礎的能力	0	0	0					
専門的能力	50	50	100					
分野横断的能力	0	0	0					

А	kashi Co	ollege	Year	2024		Course Title	Computer Programming I		
Course	Informa	tion			1				
Course Co	ode	6129			Course Categor	ry Specia	lized / Compulsory		
Class Forr	mat	Lecture			Credits	Acade	mic Credit: 2		
Departme	ent		nd Computer E	ngineering	Student Grade	1st			
Term		Second Sen	nester		Classes per We	eek 2			
Textbook Teaching	Matérials								
Instructor		HIRANO Ma	asatsugu						
[1] Can p [2] Can w [3] Can w	vrite progr vrite progr	sic Linux opera ams that conta ams that conta	ations. ain conditional ain iterations in ain arrays in C.	ı C.					
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		Can perform ba operations accu		Can perform ba operations.	asic Linux	Cannot perform basic Linux operations.		
Achievem	ent 2		Can write prog contain comple branches in C.	rams that ex conditional	Can write prog contain condition	rams that onal branches	in Cannot write programs that contain conditional branches in C.		
Achievem	ent 3		Can write prog contain iteratio multiple ways.		Can write prog contain iteratio	rams that ns in C.	Cannot write programs that contain iterations in C		
			Can write prog arrays and two arrays in C.	rams that use -dimensional	Can write prog arrays in C.	rams that use	Cannot write programs that use arrays in C.		
Assigne	d Depar	tment Obje	ctives						
	g Metho					· · · · · · · · · · · · · · · · · · ·			
Outline	<u> </u>	The course	will provide led	ctures and exercises	ses on programm	ning in C to es	stablish a foundation for problem		
Style		Lab. In the	Information Ba e week and do	asics Lab,, the cla	ss will alternate	between expl	ass will be in the Information Basics anations about the content you will red to complete ten programming		
Notice		in classes a reports. In with the att	nd the standar addition to the titude, "practice s will not be el	d self-study time lecture hours, st	required for pre- udents should vis Students who had arade.	-study / revie sit the Inform ave submitted	urs include learning time guaranteed w, and completing assignment ation Basics Lab frequently and learn d fewer than six programming		
Charact	eristics (ivision in Le		viii riot be engibi	<u>e ror a passiri</u>	g grader		
☑ Active		,	☑ Aided by IC	<u> </u>	☑ Applicable to a positive for the	o Remote Cla	SS ☐ Instructor Professionally Experienced		
					1		, , ,		
Course	Plan 	 				Γ			
		The	eme			Goals			
			sic knowledge occessing	of programming a	of programming and information $\begin{bmatrix} C \\ b \\ o \end{bmatrix}$		omponents of a computer. Can use (integer and decimal), complement -bit floating point numbers		
		2nd Lin	iux, Emacs, cor	mpile, and run		compile, and	basic Linux operations. Can write, run programs in C.		
	3rd	3rd Va	riables, types,	outputs, inputs, l	pasic operations	Can use variables, arithmetic operators, and simple assignment operators. Can use the basic types accordingly. Can write programs that contain data inputs and outputs.			
	Quarter		aracters, hexages of trailing dig	decimal numbers, its	, exponents,	Can use characters, hexadecimal numbers, and exponents. Can explain what the loss of trailing digits mean.			
2nd Semeste		5th Op	erators, logical	operations, casts	S	Can use assignment	gnment operators. Can perform		
r		6th Str		ımming, conditio	nal branches 1	logical operations and casts. Can explain what the structure theorem is. Can			
			z nditional branc	hes 2 of 2		write if statements. Can write switch statements.			
			dterm exam			JULI 1111C 300	.c satements		
				mments, iteratio	on 1 of 3	Understand v	where you made mistakes on the m. Can write do statements.		
			ration 2 of 3	,			ille and for statements.		
	4th	 	ration 3 of 3						
	Quarter	_				Can write nested iterative statements. Can explain sets and columns. Can scan, initialize,			
			rays			and copy arra	ays.		
	1	13th Alg	<u>'</u>			Can explain a	algorithms. Can write flowcharts.		

	14th	Matrices and a tv	vo-dimensional a	-dimensional arrays 1 of 2 Can add and subtract in r subtract matrices using to					
	15th	Matrices and two-dimensional arrays 2 of 2			Can multiply using two-din	Can multiply matrices. Can multiply matrices using two-dimensional arrays.			
	16th	Final exam							
Evaluation I	Method and	Weight (%)							
	Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	70	30	0	0	0	0	100		
Basic Proficiency	0	0	0	0	0	0	0		
Specialized Proficiency	70	30	0	0	0	0	100		
Cross Area Proficiency	0	0	0	0	0	0	0		

Д	Akashi Co	ollege	Year	2024		Course Title	Computer Literacy A			
Course	Informa	tion								
Course Co	ode	6130			Course Categor	y Specializ	zed / Compulsory			
Class For	mat	Lecture			Credits	School (Credit: 1			
Departme	ent	Electrical a	ind Computer E	ngineering	Student Grade	1st				
Term		First Seme	ester		Classes per We	ek 2				
Textbook Teaching										
Instructo	r	HIRANO M	IO Masatsugu							
(1) Under (2) Under (3) Can ir	rstand bas nput letter	sic knowledge sic knowledge s by touch typ	of Markdown. bing.	rdware and softwool, and can act wh		nd the various	rules in an information society.			
Rubric			i							
			Ideal Level		Standard Level		Unacceptable Level			
Achievem	nent 1			explain the basic puter hardware	Can explain the computer hardy software.		of Cannot explain the basic aspects of computer hardware and software.			
Achievem	nent 2		Can create con using basic kno Markdown.	nplex documents owledge of	Can create simpusing basic kno Markdown.		Cannot create simple documents using basic knowledge of Markdown.			
Achievem	nent 3		Can touch type speed.	e at a sufficient	Can touch type		Cannot touch type.			
Achievem	nent 4		what they can better informat think about pro	tion society. Can oblems that may rmation society,	to make a bette society into acti communicate the problems that r	e their ideas about understand problems that arise in an information socociety, and how to handle them w				
Assigne	d Depar	tment Obje	ectives							
Teachin	ng Metho	 od								
	· <u>J</u> · · · · · ·		vill learn about	computer software	e and basic know	vledge of softwa	are and hardware, and acquire			
Outline		basic comp	outer usage skil	ls. '			<u> </u>			
Style Notice Charact	eristics	Labs will n by using th themselve Students v	nake up a large neir breaktime, s. Students will	etc. to catch up or be required to acc more of classes v	class, so student their work. Stu	ıdents are also ıq skills. All assi	red on their own to make an effort expected to think and act by gnments must be submitted.			
	Learning	<u> </u>			☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced			
Course	Plan									
	1	Th	neme			Goals				
		1st Co	omputer basics	(Hardware)		Can explain an overview of a computer hardward configuration.				
		2nd Co	omputer basics	(Hardware)		Can explain an overview of a computer hardway configuration.				
			omputer basics	· ,		systems, and e	e roles and types of operating explain features of key OSs.			
		4th Co	omputer basics	(Software)		<u> </u>	e types of application software.			
	1st Quarter	5th Us	sing the networ	k		and can act wh	learning system, etc. at school. w to use the Internet at school, ille keeping in mind the various rmation society.			
1st		6th In	stallation of Lin	ux			w to start and shutdown of Linux			
Semeste r		7th Co	onfiguration of l	inux		Can make som environment.	e personalization of Linux desktop			
		8th Co	onfiguration of l	inux		Can make som environment.	e personalization of Linux desktop			
		9th In	troduction to M	arkdown		Can explain the concept and idea of Markdown.				
		10th In	troduction to M	arkdown		· · · · · · · · · · · · · · · · · · ·	ırkdown key tags.			
		11th In	troduction to M	arkdown		Can create sim	ple documents using Markdown.			
	2nd Quarter	12th In	troduction to M	arkdown	I	Can convert Ma forms.	arkdown documents to various			
		13th Fo	ormulas			formulas, whic	mmands to create mathematical h is a LaTeX function.			
		14th Fo	ormulas			Can create simple formulas using LaTeX functions.				

	15th	Formulas			Can create complicated formulas using LaTeX functions.			
	16th	Final exam						
Evaluation I	Method and	Weight (%)						
	Examination	Presentation	Touch Typing	Behavior	Portfolio	Other	Total	
Subtotal	70	20	10	0	0	0	100	
Basic Proficiency	70	20	10	0	0	0	100	
Specialized Proficiency	0	0	0	0	0	0	0	
Cross Area Proficiency	0	0	0	0	0	0	0	

Д	Akashi Co	ollege	Year	2024		Course Title	Computer Literacy B	
Course	Informa	tion						
Course Co	ode	6131			Course Categor	y Specializ	zed / Compulsory	
Class For	mat	Lecture			Credits	School C	Credit: 1	
Departme	ent	Electrical	and Computer I	Engineering	Student Grade	1st		
Term		Second S	Semester		Classes per Wee	reek 2		
Textbook Teaching		We do no	ot use a textbool	k. The teacher giv	e a lecture using	slides.		
Instructo	r	HAMADA	Yukihiro					
(1) Can o (2) Can c (3) Can d (4) Can d (5) Can c	alculate ba Iraw up a Iraw up a Preate slide	ta sorting ar asic statistic document in document in	s using a spread icluding mathem icluding figures, resentation softw	natical formulas usi tables and graphs	ng a typesetting	system. ng system.		
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	nent 1		Can perform of make graphs spreadsheet stadequately.	data sorting and using a oftware	Can perform da make graphs us spreadsheet sof	sing a	Cannot perform data sorting and make graphs using a spreadsheet software.	
Achievem	nent 2		Can calculate using a spread adequately.	basic statistics dsheet software	Can calculate bausing a spreads		Cannot calculate basic statistics using a spreadsheet software.	
Achievem	nent 3		Can draw up a including mat formulas using system adequ	hematical g a typesetting	Can draw up a dincluding mathe formulas using a system.	ematical	Cannot draw up a document including mathematical formulas using a typesetting system.	
Achievem	schievement 4			a document res, tables and a typesetting ately.	Can draw up a document including figures, tables and graphs using a typesetting system.		Cannot draw up a document including figures, tables and graphs using a typesetting system.	
Achievem	nent 5			n create slides using a esentation software equately. Can create slides presentation soft			Cannot create slides using a presentation software.	
Achievem	ent 6		Can make a p slides adequa	resentation using tely.	Can make a pre slides.	sentation using	Cannot make a presentation using slides.	
Assigne	d Depar	tment Ob	jectives					
Teachin	g Metho	od						
Outline		Students	draw up a docu	statistics using Exc ment including ma ing PowerPoint and	thematical formu	ılas, figures, ta ation using slid	bles and graphs using LaTeX. es.	
Style		Students Each stud	listen to explandent makes a pr	ation and do practi esentation using sl	ice alternately. ides.			
Notice		land to ta	ckle given tasks	e a lot of technique r more of classes v	•		expected to review them at home	
Charact	eristics		Division in Le		, , <u>, , , , , , , , , , , , , , , , , </u>			
	Learning	01 01000 7	☑ Aided by I		☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
Course	Plan							
			Theme			Goals		
		1st	Fundamentals of	Excel	ļi	Can set the att input, and set refunctions.	ribute of cells, perform continuous mathematical formulas and	
		2nd	Data processing	using Excel		Can perform da a regression lin	ata sorting, make graphs, and give e.	
		3rd	Statistical proces	ssing using Excel	;		ne fundamental statistics of data on coefficient of two dimensional	
2nd Semeste r	3rd Quarter	4th	Fundamentals of	f LaTeX		Can explain how to draw up a document using LaTeX and the basic structure of a LaTeX source file.		
		5th	LaTeX: comman	ds and environmer	nts	Can set right a sections and su and control hor	nd center alignment, produce ibsections, perform itemization, izontal and vertical spaces.	
		6th	LaTeX: fonts and	d tables		Can specify font size and font type, and draw up tables.		
		7th	LaTeX: mathem	atical formulae			us mathematical formulas.	
			LaTeX: Maurem LaTeX: Importin				grams into a LaTeX document.	
		Jour	La ren. Importin	y alayrarris		Carr irriport uld	grams into a Laten document.	

		9th	Presentaion a	nd PowerPoint 1		Can tell a goo presentation, slides and its slideshow.	Can tell a good presentation from a bad presentation, create slides, select the design of slides and its color scheme, and perform a slideshow.			
		10th	PowerPoint 2			Can add and refort type, and	Can add and remove slides, specify font size and font type, and perform itemization.			
	4th Quarter	11th	PowerPoint 3			Can insert ima header and fo switching.	Can insert images and diagrams, specify the header and footer of slides, and set page			
		12th	Preparation of	f presentation			Think the structure of a talk and create slides using PowerPoint.			
		13th	Presentation 1	1		Each student	Each student makes a presentation using slides.			
		14th	Presentation 2	2		Each student	Each student makes a presentation using slides.			
		15th	Presentation 3	3		Each student	Each student makes a presentation using slides.			
		16th	No final exam	No final exam						
Evaluat	ion Met	hod and	Weight (%)							
		xamination		Presentation	Behavior	Portfolio	Other	Total		
Subtotal	0		80	20	0	0	0	100		
Basic Proficienc	y 0		80	20	0	0	0	100		
Specialize Proficienc			0	0	0	0	0			
Cross Are			0	0	0	0 0 0				

A	ıkashi Co	ollege	Year	2024		Titlo	Fundamental Experiments of Electrical & Computer Engineering			
Course	Informa	tion								
Course C	ode	6132			Course Categor	y Specialize	ed / Compulsory			
Class For	mat	Experimer	nt		Credits	School Cr	edit: 1			
Departme	ent	Electrical a	and Computer E	ngineering	Student Grade	1st				
Term		First Seme	ester		Classes per We	ek 2				
Textbook Teaching		Distribute	materials in clas	SS						
Instructo	r	KAJIMURA	A Yoshihiro,HIROTA Atsushi							
Course	Objectiv	es								
2) Can re	search ind	ependently a	nd actively mat	cal engineering th ters related to cor rough collaborativ	nducted experime	eriment exercise ents	s			
Rubric										
			Ideal Level		Standard Level		Unacceptable Level			
Achievement 1			Fully and experimental experimental Fully and experimental experimental Full Full Full Full Full Full Full Fu	e basics of eering through	Experientially ubasics of electric through basic exercises	ical engineering	Do not experientially understand the basics of electrical engineering through basic experiment exercises			
Achievem	ent 2		Can fully resea independently matters related experiments	and actively	Can research ir actively matter conducted expe		Cannot research independently and actively matters related to conducted experiments			
Achievement 3			Fully learn to be and kind to oth collaborative w	iers through	Learn to be cookind to others to collaborative w	:hrough	Fail to learn to be cooperative and kind to others through collaborative work			
Assigne	d Depar	tment Obj	ectives							
Teachir	ig Metho	d								
Outline		exercises, actively m	and learn the batters related to	asic attitude for e	ngineering exper iments . Thev w	riments, including ill also learn to b	arough basic experiment g researching independently and e cooperative, considerate to			
Style							be conducted to test students'			
Notice Charact	eristics (others' sai habit of pr are requir a new not Students v	fety in mind. All roperly fulfilling ed to bring a cal	assignments are responsibilities, suculator (any mode leaf paper is not more of classes v	required to be such as cleaning a el) and an A4 no	ibmitted. Studer ind putting away itebook for the e	rs behave with their own and its are expected to develop the the equipment used. Students experiments. It doesn't need to be			
		51 Class / L				D	☐ Instructor Professionally			
☑ Active	Learning		☐ Aided by IC	:I	☑ Applicable to	Remote Class	Experienced			
Course	Plan									
		Т	heme			Goals				
		1st C	ourse outline			Understand the goals, and notes	outline of this course (objectives,			
			ow to use a test oltage	er and measuring	resistance and		e a tester and can measure			
		<u> </u>	readboard 1				use of a breadboard			
	1st		readboard 2				c circuit using a breadboard			
	Quarter	5th O	scilloscope 1				use of an oscilloscope			
			scilloscope 2				use of an oscilloscope and can			
		7th B	uilding electroni	cs 1			onics using a soldering iron			
1st		8th B	uilding electroni	cs 2		Can build electro	onics using a soldering iron			
Semeste r		9th O	scillator 1			Learn the basic	use of an oscillator			
1	10th		scillator 2			Learn the basic high frequencies	use of an oscillator and can give			
		11th M	aking a blinking	LED circuit 1		Understand the LED circuit	basic mechanism of a blinking			
	2nd	12th M	aking a blinking	LED circuit 2			ic circuit for a blinking LED circuit			
	Quarter		aking a blinking			Can make a blin				
				ısing an operation	nal amplifier		wave amplification circuit using			
		15th Pi	ractice measurin	ig voltage with a l	oridae circuit		equilibrium conditions of a bridge			
					age circuit	circuit				
		16th N	o final exam							

Evaluation Method and Weight (%)									
	Experiment efforts	Active learning	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	80	20	0	0	0	0	100		
Basic Proficiency	0	0	0	0	0	0	0		
Specialized Proficiency	80	20	0	0	0	0	100		
Cross Area Proficiency	0	0	0	0	0	0	0		

Д	kashi Co	ollege	Year	2024		Course Title	Japanese	II-1
Course	Informa	tion	<u> </u>					
Course Co	ode	6201			Course Categor	y General	/ Compulsory	1
Class For	mat	Lecture			Credits	School (Credit: 1	
Departme	ent	Electrica	l and Computer	r Engineering	Student Grade	2nd		
Term		First Ser			Classes per Wee	ek 2		
Textbook Teaching	Materials	『精選論 習社)		文学国語』(明治書院))、『精選古典探乳	的 (第一学習為	土)、『新訂総	合国語便覧』(第一学
Instructo		TANGE A	Atsuko					
1) 論理的 2) 文学的 3) 日常的	Objectiv りな文章(記 りな文章(! りに用いられ	ー 扁説や評論) 小説や韻文)		理解し、要約すること 読み取り、その表現の し、活用することがで	ができる。 特質について自分の きる。	の意見を述べる。	ことができる。	
Rubric			TM+0+6+\ 70*		1#1/# 45 + \ TILL = 1	a C d	+ 7/12±1 - "	" o O d
				レベルの目安	標準的な到達レヘ	ジルの目安	未到達レベ	
評価項目1			成や展開を的 た上で自分の できる。	: (論説や評論) の構確に理解し、要約し意見を述べることが	論理的な文章(訴成や展開を遺漏なすることができる	よく理解し、要約	成や展開に	章(論説や評論)の構 ついてキーワード等の ればまとめることがで
評価項目2	!		いて、歴史的に表現に即し	(小説や韻文)につ な背景や知識をもと て読み取り、その表 いて自分の意見を述 きる。	文学的な文章(月 現に即して読み取 特質について理解 る。	\説や韻文)を表 以り、その表現の ¥することができ	文学的な文 み、おおま ない。	章(小説や韻文)を読 かな内容しか理解でき
評価項目3	1		正しく理解し	られる漢字や語句を 、日常生活や研究の 用することができる	日常的に用いられ 関心を持ち、吸収 ることができる。	lる漢字や語句に dしようと心がに	- 1日吊りに用	いられる漢字や語句に 解が十分でない。
Assigne	d Depar	tment Ob	ojectives					
Teachin	g Metho	od						
Outline		小説や評			 ことを通して、豊.t	かな感性と論理的	り思考力を養い	、的確な読解力と表現
		力を獲得	する。					
Style		1		道時、小テストや課題を		-B-040+)		
Notice		尹則子督 評価の対	によって同選点を 象としない欠席?	を明らかにした上で授詞 条件(割合) 1/3以上の	未にӹめ、思欲的に)欠課	こ取り組むこと。		
Charact	eristics		Division in I	, , ,				
	Learning		☐ Aided by		☑ Applicable to	Remote Class	☐ Instruc Experience	tor Professionally ed
Course	Plan							
			Theme			Goals		
		1st	ガイダンス・「	学びとは何か」の読解	<u> </u>	授業の進行・準	備物について理	 !解することができる
		2nd	「学びとは何か」	 」の読解				
						テキストの構成 ができる	をとらえ、内容	を適切に理解すること
		3rd	「学びとは何か」			ができる		
	4th 「山月記」の読解					ができる 内容を理解した	上で、自分の意	を適切に理解すること 見を述べることができ
	1st Quarter			の読解		ができる 内容を理解した る 表現に即して内	上で、自分の意 容を理解するこ ついて、典拠を	を適切に理解すること 見を述べることができ
		4th	「山月記」の読	」の読解 解 解		ができる 内容を理解した る 表現に即して内 小説の主人公に することができ	上で、自分の意 容を理解するこ ついて、典拠を る	を適切に理解すること 見を述べることができ とができる
		4th 5th	「山月記」の読ん	」の読解 解 解		ができる 内容を理解した。 表現に即して内 小説の主人公に することができ 表現・構成に注	上で、自分の意容を理解するこ ついて、典拠を る 意して小説の展	を適切に理解すること 見を述べることができ とができる 踏まえて人物像を理解
1st Semeste		4th 5th 6th	「山月記」の読練 「山月記」の読練 「山月記」の読練	」の読解 解 解 解		ができる 内容を理解したる 表現に即して内 小説の主人公に することができ 表現・構成に注 きる 表現・構成に注	上で、自分の意容を理解するこ ついて、典拠を る 意して小説の展 意して小説の展	を適切に理解すること 見を述べることができ とができる 踏まえて人物像を理解 開を理解することがで
		4th 5th 6th 7th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録	」の読解 解 解 解	の勢の事)のき	ができる 内容を理解した 表現に即して内 小説の主人公にき ま現・構成に注 きまる 表現・構成に注 きまる 小できる	上で、自分の意容を理解するこついて、典拠をる。 意して小説の展意して小説の展	を適切に理解すること 見を述べることができ とができる 踏まえて人物像を理解 開を理解することがで 開を理解することがで
Semeste		4th 5th 6th 7th 8th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録	」の読解 解 解 解 解	の歌の事)の読	ができる 内容を理解した 表現に即して内 小説の主人公でき 表現・構成に注 きる 表現・構成に注 きる 小説の展開を整 できる 適切に解釈し、	上で、自分の意容を理解するこついて、典拠をる。 意して小説の展意して小説の展理し、全体的な数科書の設問に	を適切に理解すること 見を述べることができ とができる 踏まえて人物像を理解 開を理解することがで 開を理解することがで 注題を理解することが
Semeste		4th 5th 6th 7th 8th 9th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 解	」の読解 解 解 解 解 (小式部内侍が大江山	の歌の事)の読	ができる 内容を理解した 表現に即して内 小説の主とができ 表現・構成に注 表る 表現・構成に注 きるの展開を整 できるの できる ができる できる できる	上で、自分の意容を理解するこついて、典拠をる。 意して小説の展意して小説の展 意して小説の展理し、全体的な数科書の設問にを理解し、文意	を適切に理解すること 見を述べることができ とができる 踏まえて人物像を理解 開を理解することがで 開を理解することがで 注題を理解することが
Semeste	Quarter	4th 5th 6th 7th 8th 9th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 解 「方丈記」(ゆむ	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解	の歌の事)の読	ができる 内容を理解した 表現に即して内 小説の主とができ 表現・構成に注 表る 表現・構成に注 きるの展開を整 できるの できる ができる できる できる	上で、自分の意容を理解するこついて、典拠をる。 意して小説の展意して小説の展理し、全体的な教科書の設問にを理解し、文意教科書の設問に	を適切に理解すること 記を述べることができ ことができる 踏まえて人物像を理解 関を理解することがで 注題を理解することがで 注題を理解することができる をとらえることができる
Semeste	Quarter	4th 5th 6th 7th 8th 9th 10th 11th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 解 「方丈記」(ゆむ	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解 元の大火)の読解 元の大火)の読解	の歌の事)の読	ができる 内容を理解した 表現に即して内 小説の主とができ 表現のよい構成には 表現・構成に注 きる・説きるの展開を整 できるのの解釈し、 文学とのは解釈し、 できる適切に解釈し、 でするのではのに解釈し、 でするではないできるできる。 ではのにないできるできる。 ではないできるできる。 ではないできるできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 できる。 できる。 できる。 できる。 できる。 できる。 できる。	上で、自分の意容を理解するこついて、典拠をる意して小説の展意して小説の展理し、全体的な数科書の設問にを理解し、文意数科書の設問に数を説明するこ	を適切に理解すること 記を述べることができ ことができる 踏まえて人物像を理解 関を理解することがで 注題を理解することがで 注題を理解することができる をとらえることができる
Semeste	Quarter	4th 5th 6th 7th 8th 9th 10th 11th 12th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 解 「方丈記」(ゆ・ 「方丈記」(ゆ・ 「方丈記」(安ま	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解 元の大火)の読解 元の大火)の読解	の歌の事) の読	ができる 内容を理解した 表現に即して内 小説の主とができ 表現のよい構成には 表現・構成に注 きる・説きるの展開を整 できるのの解釈し、 文学とのは解釈し、 できる適切に解釈し、 でするのではのに解釈し、 でするではないできるできる。 ではのにないできるできる。 ではないできるできる。 ではないできるできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 ではないできる。 できる。 できる。 できる。 できる。 できる。 できる。 できる。	上で、自分の意容を理解するこついて、典拠をる。 意して小説の展意して小説の展理し、全体的な数科書の設問にを理解し、文意数科書の設問に数を説明するこ論を知り、作品	を適切に理解すること は見を述べることができ とができる 踏まえて人物像を理解 関を理解することがで 関を理解することがで 注題を理解することができる をとらえることができる とができる とができる を解釈することができ
Semeste	Quarter	4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 解 「方丈記」(ゆ・ 「方丈記」(ゆ・ 「方丈記」(安え 「方丈記」(安え 「方丈記」(安え 短歌・俳句の読録	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解 元の大火)の読解 元の大火)の読解	の歌の事)の読	ができる 内容を理解した 表現に即主とが成に主き 表現のこ・構成に主とが成にきまき 表現る・構成に対した。 で	上で、自分の意容を理解するこういて、典拠を高して小説の展意して小説の展望し、全体的な数料書の設問に数を理解し、文意数科書の設問に数を理解し、方意数を説明するこかでは、	を適切に理解すること 記を述べることができ とができる 踏まえて人物像を理解 開を理解することがで 開を理解することができる をとらえることができる をとらえることができる とができる とができる を解釈することができ
Semeste	Quarter	4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 解 「方丈記」(ゆい 「方丈記」(安定 「方丈記」(安定 短歌・俳句の読録	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解 元の大火)の読解 元の大火)の読解	の歌の事)の読	ができる 内容を理解した 表現に即主とが成に主き 表現のこ・構成に主とが成にきまき 表現る・構成に対した。 で	上で、自分の意容を理解するこういて、典拠を高して小説の展意して小説の展望し、全体的な数料書の設問に数を理解し、文意数科書の設問に数を理解し、方意数を説明するこかでは、	を適切に理解すること 見を述べることができる。 とができる。 踏まえて人物像を理解 開を理解することができる。 は主題を理解することができる。 をとらえることができる。 とができる。 とができる。 とができる。
Semeste r	2nd Quarter	4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 16th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 「方丈記」(ゆく 「方丈記」(安え 「方丈記」(安え 「方丈記」(安え 短歌・俳句の読録 短歌・俳句の読録 期末試験	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解 元の大火)の読解 元の大火)の読解	の歌の事)の読	ができる 内容を理解した 表現に即主とが成に主き 表現のこ・構成に主とが成にきまき 表現る・構成に対した。 で	上で、自分の意容を理解するこういて、典拠を高して小説の展意して小説の展望し、全体的な数料書の設問に数を理解し、文意数科書の設問に数を理解し、方意数を説明するこかでは、	を適切に理解すること 見を述べることができる。 とができる。 踏まえて人物像を理解 開を理解することができる。 は主題を理解することができる。 をとらえることができる。 とができる。 とができる。 とができる。
Semeste r	2nd Quarter	4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 16th	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「古今著聞集」 「方丈記」(ゆい 「方丈記」(安定 「方丈記」(安定 短歌・俳句の読録 短歌・俳句の読録 短歌・俳句の読録 短歌・俳句の読録 知来試験 Veight (%)	」の読解 解 解 解 解 (小式部内侍が大江山 く川の流れ)の読解 元の大火)の読解 元の大火)の読解	の歌の事)の読	ができる 内容を理解した 表現に即主とが成に主き 表現のこ・構成に主とが成にきまき 表現る・構成に対した。 で	上で、自分の意容を理解するこういて、典拠を高して小説の展意して小説の展望し、全体的な数料書の設問に数を理解し、文意数科書の設問に数を理解し、方意数を説明するこかでは、	を適切に理解すること 見を述べることができる。 とができる。 踏まえて人物像を理解 開を理解することができる。 は主題を理解することができる。 をとらえることができる。 とができる。 とができる。 とができる。
Semeste r	2nd Quarter	4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 16th nod and V	「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「山月記」の読録 「方丈記」(ゆ・「方丈記」(安ラフランでは、「方丈記」(安ラフランでは、「方丈記」(安ラフランでは、「方丈記」(安ラフランでは、「方丈記」(安ラフランでは、「カースをは、」」では、「カースをは、「カースをは、」」では、「カースをは、「カースをは、」」では、「カースをは、」では、「カースをは、「カースをは、」では、「カースをは、「カースをは、」では、「カースをは、「カースをは、「カースをは、「カースをは、」が、「カースをは、「カースをは、」では、「カースをは、「カースをは、」では、「カースをは、「カースをは、」では、「カースをは、」では、「カースをは、「は、「カースをは、」では、「カースをは、「カースをは、「カースをは、「は、」では、「は、「カースをは、」では、「は、「は、」では、「は、」では、「は、」は、は、	」の読解 解 解 解 解 解 解 解 の が の が の が の が の が の が	の歌の事) の読 :	ができる 内容を理解した 表現に即主人でできる 表現に即主人ででいました ではいました 構成 にいまさい 構成 にいまき 表き のる のる がいで かいで 適 は かいで 適 は かいで 適 は かいで 適 は かいで で で で で で で で で で で で で で で で で で で	上で、自分の意容を理解するこういて、典拠を高して小説の展意して小説の展望し、全体的な数料書の設問に数を理解し、文意数科書の設問に数を理解し、方意数を説明するこかでは、	を適切に理解すること は見を述べることができ はとができる 踏まえて人物像を理解 関を理解することがで は開を理解することができる を理解することができる をとらえることができる はをとらえることができる はを解釈することができる はを解釈することができる はとができる はとができる

専門的能力	0	0	0	0	0
分野横断的能力	0	0	0	0	0

А	kashi Co	ollege	Year		2024			ourse Title	Japanese	II-2
Course	Informa	tion	1						1	
Course Co		6202				Course Categor	у	General ,	' Compulsory	,
Class For	mat	Lecture				Credits	,	School C		
Departme	ent	Electrical a	nd Compute	er Er	ngineering	Student Grade		2nd		
Term		Second Sei				Classes per We	ek	2		
Textbook Teaching		『精選論理』 習社)	国語』『精選	文学	国語』(明治書院)	、『精選古典探』	究』(第	- 第一学習社)、『新訂総	合国語便覧』(第一学
Instructor	r	TANGE Ats	uko							
Course	Objectiv	es								
1)論理的な 2)文学的な 3)整理した	以文章(論語 以文章(物語 に情報をもと	や評論)の構 等や日記)に描 に、主張が効	成や展開を的 かれた人物や 果的に伝わる	対確に らもの るよう	とらえ、要約する の見方を表現に即 に論理の構成や展	ことができる。 して読み取り、自: 開を工夫した報告:	分の意 を行っ	見を述べる たり、文章	ことができる を作成したり	。 することができる。
Rubric										
			理想的な到達	達レ^	バルの目安	標準的な到達レイ	ベルの目	安	未到達レベ	ルの目安
評価項目1			成や展開を的	内確に	論説や評論)の構 に理解し、要約し 記を述べることが	論理的な文章 (記成や展開を遺漏なすることができる	よく理角		成や展開に	章(論説や評論)の構 ついてキーワード等の ればまとめることがで
評価項目2	文学的な文章 いて、歴史的 に表現に即し				加語や日記)につ 背景や知識をもと 読み取り、その表 に自分の意見を述 る。	文学的な文章(小現に即して読み取ります) 現に即して読み取り 特質について理解 る。	なり、そ	その表現の		章(小説や日記)を読 かな内容しか理解でき
評価項目3	明確な意見、結論を論理			命を論理的、実証	明確な意見とそれを作成することだ	した表す ができる	す段落構成 る。	結論、意見 るが論理性	を設け、段落分けでき ・実証性に乏しい。	
Assiane	d Depar	tment Obje				•				
	g Metho									
Outline	<u> </u>	小説や評論、	古典文学な	きど、	様々な文章を読むる	ことを通して、豊力	かな感	生と論理的	思考力を養い、	的確な読解力と表現
		力を獲得する		r\+ n+						
Style					<u>、小テストや課題を</u> らかにした上で授		- Hn 10 4	ロナソフト		
Notice		事則子首にる	よう こ同選点 としない欠席	を明条件	らがにしたエで投 (割合) 1/3以上の	東に脳み、息飲的に 欠課	こりりか	出むこと。		
Charact	eristics o	of Class / D	ivision in	Lea	arning					
□ Active	Learning		☐ Aided by	y IC	Γ	☑ Applicable to	Remo	ote Class	☐ Instruc Experience	tor Professionally ed
Course	Plan									
		Th	ieme				Goals			
					なぜ科学を学ぶの	カッ」の 記牌	ること	ができる		・表現を適切に理解す
			なぜ科学を学				ができ	る		*を適切に理解すること ** *を適切に理解すること
		3rd	なぜ科学を学	こぶの	か」の読解		ができ	る		
	3rd Quarter	4th Γ	なぜ科学を学	きぶの	か」の読解		る			見を述べることができ
)の読解		る			をとらえることができ
		—			の読解					<u>答えることができる</u>
2nd Semeste			若紫 <u>」(源氏</u> 若紫」(源氏		i) の読解 i) の読解		主題を	理解し、作	対を説明するこ ■品に対する自	<u>とかできる</u> 分の意見を述べること
r	-						ができ		利妻の訳明に	ダラママレポデナマ
					(更級日記)の読	1				<u>答えることができる</u> トができる
			源氏の五十年 事・寓話の読		(更級日記) の読	i			を説明するこ 利果の設問に	<u>とかできる</u> 答えることができる
			事・禹話の読 事・寓話の読							<u>合えることができる</u> 答えることができる
	4th		事・禹語の <u>師</u> 水墨画入門」		 解	i	テキス			<u>合えることができる</u> ・表現を適切に理解す
	Quarter	14th Γ:	水墨画入門」	の読	解			トの構成を	とらえ、内容	を適切に理解すること
		15th Γ	水墨画入門」	の読	.解	†			で、自分の意	見を述べることができ
1		16th 期	 末試験				۵			
						I				
Evaluati	ion Meth	•	ight (%)							
Evaluati	ion Meth	od and We		<u>小</u> テ.	 スト	態度		その他		Total
Evaluati Subtotal	ion Meth	od and We		小テ. 10	スト	態度 10		その他 0		Total 100

専門的能力	0	0	0	0	0
分野横断的能力	0	0	0	0	0

А	kashi Co	ollege	Year	2024				Introduction to Global Studies
Course	Informa	tion	·				•	
Course Co	ode	6203			Course Categor	ry G	eneral /	Compulsory
Class For	mat	Seminar	-		Credits	Sc	chool Cr	edit: 1
Departme	ent	Electrica	l and Computer	Engineering	Student Grade	2nd		
Term		Second	Semester		Classes per We	ek 2		
Textbook Teaching Instructor	Materials	No text	book, hands out.					
1) To unc Japanese 2)To undo decide wh 3)To cons	culture / : erstand ho nat kind of	nd realize t Japanese n ow commur communic	ation from a rela nication in the int ation attitude or	tive perspective. ernational commu level is necessarv.	nity is carried ou	t. To be a	able to o	Japan), and be able to see letermine specific goals and d to form their own opinions.
Rubric								
			Excellent		Good			Insufficient
1) Ethnic	s and cult	ure	Understand fr viewpoint tha coexist, both abroad.	t diverse cultures	Understand tha cultures coexist			Do not understand the concepts of ethnics and culture.
2) Interna	ational cor	nmunicatio	international communications ituation. The critically appropries of a limagine the c	ne necessity of and intercultural on and its present student can oach his/her self- nd concretely ommunication ed to develop.	Understand the and intercultura present situation	al commu		The students can't understand the necessity of international and intercultural communication or its present situation.
3) Form o	opinions		Able to consider required to be cosmopolitan	der what is ecome a , to become an engineer, to form nions and to	Able to consider what is required to become a cosmopolitan, to become an international engineer, to form their own opinions.			Not able to consider what is required to become a cosmopolitan, to become an international engineer, to form their own opinions.
Assigne	d Depar	tment Ol	oiectives					
	g Metho							
Outline		Through "globaliz with it. 1	ration." Also, rec	panize the problem	ns associated witl	h internat	tionaliza	is "internationalization" and tion and reflect on how to deal a "cosmopolitan" and to live in a
Style		_	•	lectures and group	discussion about	t covoral	thomos	
Notice		Each stu	ident should part		n the classes. No	t only "kr	nowing"	but also "thinking/worrying"
Cla a ua ab		•			wiii not be eligibli	e for eval	iuation.	
Charact	eristics (or Class /	' Division in L	earning	T			
☑ Active	Learning		☑ Aided by I	CT	☑ Applicable to	o Remote	e Class	☐ Instructor Professionally Experienced
								, p =
Course	Plan							
			Theme			Goals		
		1st		national person?		Think ah	out whative," "in concrete	nt the words "international ternational sense," "act globally" ely, and increase problem ding this topic.
		2nd	Ethnics and cult	ure		Think ab understa	out how	n "XXX people" can be defined, concept of "ethnic group." image of nationalism.
2nd	3rd The role of language		uage		a primar	y tool fo	characteristics of "word" which is or communication. Think about ommunication between people tive languages.	
Semeste Quarter		Internationaliza	Internationalization and English		Understa	and the tional lar	current situation of English as nguage." Form your own opinion nunicate with non-native English	
		5th	Internationalizat	ion and Multilingua	alization	Through	discuss d form ent is rec	ion with your colleagues think your own opinion about what kind uired to establish international
		6th	Problems surrou and culture(1)	nding the coexiste	nce of ethnicity	Deepen y	your und uch as K out the o	derstanding of minority groups' orean residents in Japan and coexistence of multiple ethnic
	l	1				3. Jups a	a cartt	

		7th	Problems surrounding and culture(2)	the coexistence of ethnicity	Deepen your understand issues such as Korean rithink about the coexisted groups and cultures.	esidents in Japan and
		8th	Ethnicity in Japanese	Society	Hecture and organize voi	Review the first half of the ur understanding and . A report is also assigned.
		9th	Problems surrounding and culture(3)	the coexistence of ethnicity	Deepen your understand issues such as Korean ruthink about the coexisted groups and cultures.	esidents in Japan and
		10th	International Order a	nd Security(1)	how they can be preven	itional conflicts occur and ited and resolved. Also, state of armaments in the
		11th	International Order a	nd Security(2)	Understand why internation how they can be prever understand the current world.	itional conflicts occur and ited and resolved. Also, state of armaments in the
	4th Quarter	12th	International Order a	nd Security(3)	Understand why internation they can be preverunderstand the current world.	ational conflicts occur and lited and resolved. Also, state of armaments in the
		13th	Global economy and i	nternational business(1)	Understand the backgroeconomic activities. Also problems that companie internationally.	o, understand the
		14th	Global economy and i	nternational business(2)	Understand the backgroeconomic activities. Also problems that companie internationally.	o, understand the
		15th	Conclusion: What is a	n international person?	To review the content leand to confirm each oth	earnt through discussion er "cosmopolitan" image.
		16th	End term Exam			
Evaluati	on Meth	od ar	nd Weight (%)			
			Tests	Presentation	Assignments	Total
Subtotal			60	20	20	100
Basic Skill	S		60	20	20	100
Specialize			0	1	0	0
Cross Field	d Skills		0	0	0	0

Д	kashi Co	ollege	Year	2024		C	Course Title	Public	
Course	Informa	tion	•	•				•	
Course Co	ode	6204			Course Catego	ry	General	/ Compulsory	
Class Fori	mat	Lecture			Credits	•	School C		
Departme	ent	Electrica	l and Computer	Engineering	Student Grade		2nd		
Term		First Ser	•		Classes per We	eek	2		
Textbook Teaching	and/or Materials	谷田部玲	生他『高等学校 :	公共』第一学習社。			•		
Instructo	r								
Course	Objectiv	es							
2. Objecti with the t 3. Through	ively unde times. gh exchang	rstand wha ging opinior	t responsibilities ns with other stud	various phenomen we have and roles dents, understand accept other peopl	we play in orde diverse views ar	r to ad nd the	ldress the	challenges and iss	-
Rubric					_				
			Ideal Level		Standard Level			Unacceptable L	evel
Achievem	nent 1		basic knowled	nderstand the Ige regarding the s of the modern	Have basic kno the various issi modern age.	wledg ues of	e regardir the	Do not have sur knowledge rega various issues of age.	rding the
Achievem	nent 2		that people in have been ex	ly explain the roles modern society pected to play in ess its issues and	Can understan people in mode been expected to address its i problems.	ern soo to pla	ciety have y in order	Do not have sur understanding of people in mode been expected to its address is problems.	of the roles that rn society have to play in order
Achievem	nent 3		various issues	ly consider the sof the modern ass them based on nions.	Can proactively modern various			Cannot proactive various issues of age, due to instrument understanding of	ufficient
Assigne	d Depar	tment Ob	ojectives						
	ng Metho		.						
Outline		In this c and at the In additi	he same time cor on, the aim is to	earn the basic kno nsider what we car create opportuniti oout our daily lives	n do about the is es to raise stude	sues a ents' av	ind proble wareness	ms that change wi	th the times.
		The tead	ching will be base	ed on taking notes	from the blackb	oard a	nd using t	extbooks and hand	douts.
Style		ideas, ar think ind they will teacher	nd listen to the to dividually about v exchange opinic will explain matto	f having the studer eacher explain the what "the various is ons with each other ers such as the pol erstand the issues.	concepts, etc. A ssues of the mod (in groups), an	t the b dern ac d pres	eginning ge" are, h ent and s	of each class, the sow to address ther hare their ideas. A	students will n, etc. Then, fter that, the
Notice		them to society a	accept other ped and cultivate thei	ns will help the stu ople's ideas and cor r problem-solving to accept and rela	nvey their own. skills. In additior	It will	also help	them develop a bir	d's-eve view of
			· · · · · · · · · · · · · · · · · · ·	r more of classes v	vill not be eligibl	e for e	evaluation		
Charact	eristics	of Class /	Division in Le	earning					
☑ Active	Learning		☐ Aided by I	СТ	☑ Applicable t	o Rem	ote Class	☐ Instructor P Experienced	rofessionally
Course	Plan								
			Theme			Goals			
		1st	Guidance: What are moder	n society's problen	ns and issues?			at is necessary for 's problems and is	
		2nd	Theme 1: The si	ignificance and role	es of laws and			roles that laws ar , and the ones the	
		3rd	Theme 2: Contra responsibilities	acts and consumer	s' rights and	Under		conditions for a ceen equal parties.	ontract to be
1st 1st 4th		4th	•	icance of participat	ion in the	Consi	der the si	gnificance of and recognition in the	esponsibilities ne judicial
Semeste r	Quarter	5th	•	al participation and	I forming fair	Considered and	der the si	gnificance of and reparticipation in p	esponsibilities
		6th	•	national community	and national	Under	rstand the	commonalities an cernational and do	d differences
		7th	Theme 6: Japan	's security and defe	ense		der what	will ensure security	and peace for
		8th		st half of the first s	semester (1st	<u> </u>		tent from weeks 1	-7
		oui	Q)			Kevie	w the con	Lent Hom weeks 1	=/.

		9th	Theme 7: Change and Japan's roles	es in the internation	onal community	Learn about inte	rnational peace a playing.	nd the roles		
		10th	Theme 8: Employ	ment and labor is	ssues	Understand the changes and issues in the current working environment in Japan.				
		11th	Theme 9: Social of	Theme 9: Social change and attitudes to work			there is a close r nange and how p			
	2nd	12th	Theme 10: Functi economy	ons and limitatior	ns of a market	Understand the fimportance of co		ets and the		
	Quarte	13th	Theme 11: What	finance does		Understand the r		nance and what		
	14th		Theme 12: Public security	finance's roles ar	nd social	Learn about how a nation's public finances are closely related to the lives of its people.				
		15th	Theme 13: Econo	mic globalization		Understand the r globalizing trade	nechanisms of in and finance.	creasingly		
		16th	Final exam				Take a written exam.			
Evaluati	on Me	thod and	Weight (%)							
	E	Examination	Short test	Ordinary score (assignment)	Behavior	Portfolio	Other	Total		
Subtotal	3	30	30	40	0	0	0	100		
Basic Proficience	y 3	30	30	40	0	0	0	100		
Specialize Proficience		0 0		0	0	0	0	0		
Cross Are Proficience)	0	0	0	0	0	0		

Akashi Coll	Akashi College		2024		Course Title	Mathematics II A-1
Course Information	on					
Course Code	6205			Course Category	General	/ Compulsory
Class Format	Lecture			Credits	School C	redit: 2
Department	Electrical and	d Computer E	ngineering	Student Grade	2nd	
Term	First Semest	er		Classes per Week	4	
Textbook and/or Teaching Materials	Differential AND Integral I					
Instructor	MATSUMIYA	Atusi,				

Course Objectives

- 1. Understand limits of functions, the meaning of a derivative at a point, the definition of the derivative, the product and quotient rules for derivatives, composite functions, and inverse trigonometric functions, and can calculate the derivatives of various
- 2. Can write a derivative sign chart for a function, find its extrema, and sketch its graph. Can use extrema to calculate functions' maximum and minimum values. Also, can investigate the shapes of graphs using second derivatives. Understand parametric representations of functions, and can use them to calculate their derivatives.

 3. Understand the definition of definite integration and the fundament theorem of calculus, and can calculate simple definite integrals. Understand the definition of indefinite integration, and can calculate simple indefinite integrals. Also, can calculate indefinite and definite integrals using integration by substitution and integration by parts.

 4. Can calculate indefinite and definite integrals of fractional, irrational, trigonometric, exponential, and logarithmic functions. Can use definite integration to calculate the areas of shapes enclosed by curves, the lengths of curves, and the volumes of solids in simple cases.

Rubric				
		Ideal Level	Standard Level	Unacceptable Level
Achievement 1		Fully understand limits of functions, the meaning of a derivative at a point, the definition of the derivative, the product and quotient rules for derivatives, composite functions, and inverse trigonometric functions, and can fully calculate the derivatives of various functions.	Understand limits of functions, the meaning of a derivative at a point, the definition of the derivative, the product and quotient rules for derivatives, composite functions, and inverse trigonometric functions, and can calculate the derivatives of various functions.	Do not understand the limits of functions, the meaning of a derivative at a point, the definition of the derivative, the product and quotient rules for derivatives, composite functions, and inverse trigonometric functions, and cannot calculate the derivatives of various functions.
Achievement 2		Can write a derivative sign chart for a function, find its extrema, and sketch its graph. Can fully use extrema to calculate the function's maximum and minimum values. Also, can fully investigate the shapes of graphs using second derivatives. Fully understand parametric representations of functions, and can fully use them to calculate their derivatives.	Can write a derivative sign chart for a function, find its extrema, and sketch its graph. Can use extrema to calculate functions' maximum and minimum values. Also, can investigate the shapes of graphs using second derivatives. Understand parametric representations of functions, and can use them to calculate their derivatives.	Cannot write a derivative sign chart for a function, find its extrema, and sketch its graph. Cannot use extrema to calculate the function's maximum and minimum values. Also, cannot investigate the shapes of graphs using second derivatives. Do not understand parametric representations of functions, and cannot use them to calculate their derivatives.
Achievement 3		Fully understand the definition of definite integration and the fundament theorem of calculus, and can fully calculate simple definite integrals. Fully understand the definition of an indefinite integral, and can fully calculate simple indefinite integrals. Also, can fully calculate indefinite and definite integrals using integration by substitution and integration by parts.	Understand the definition of definite integration and the fundament theorem of calculus, and can calculate simple definite integrals. Understand the definition of indefinite integration, and can calculate simple indefinite integrals. Also, can calculate indefinite and definite integrals using integration by substitution and integration by parts.	Do not understand the definition of definite integrals and the fundament theorem of calculus, and cannot calculate simple definite integrals. Do not understand the definition of indefinite integrals, and cannot calculate simple indefinite integrals. Also, cannot calculate indefinite and definite integrals using integration by substitution and integration by parts.
		Can fully calculate indefinite and definite integrals of fractional, irrational, trigonometric, exponential, and logarithmic functions. Can fully use definite integration to calculate the areas of shapes enclosed by curve, the lengths of curves, and the volumes of solids in simple cases.	Can calculate indefinite and definite integrals of fractional, irrational, trigonometric, exponential, and logarithmic functions. Can use definite integration to calculate the areas of shapes enclosed by curves, the lengths of curves, and the volumes of solids in simple cases.	Cannot calculate indefinite and definite integrals of fractional, irrational, trigonometric, exponential, and logarithmic functions. Cannot use definite integration to calculate the areas of shapes enclosed by curves, the lengths of curves, and the volumes of solids in simple cases.
Assigned Depart		ectives		
Teaching Method				
Outline	Students v developed specialized	will learn the basic concepts of diff from them, and acquire the nece: I fields.	erentiation and integration and vassary skills for analyzing various e	arious computational methods events when applying them in
Style	problem exclasses, for rather than solve the problem exclusion.	ll assume the pre-study has been xercises. Students will be asked q cus on understanding, and ask qu n doing nothing about them. Make problems in the textbook and the thout prior notice to confirm attait	uestions to check their understand estions about things do not unde e an effort to always review the m workbook. Some of the classes wi	ding during classes. In the rstand in the pre-study or class, naterial on the same day, and II use ICT. Tests will sometimes

The overall evaluation will be based 50% on exams, 20% on submitted assignments, etc., and 30% presentations and general effort toward classes. The minimum score for a pass will be 60 marks. He evaluation scores based on these weightings will be calculated at the end of the school year. The control evaluation up to the second semester midterm be based on interim weightings rather than the one above. Students who do well in assignments, presentations, etc. may get them evaluated with a hid weighting. CBT will be conducted in any week. Students who miss 1/3 or more of classes will not be for a passing grade.								be 60 marks. However, ool year. The cumulative er than the ones given	
Charact	teristics (of Clas	s / Division in Learr	ning					
☑ Active	Learning		☑ Aided by ICT	☐ Aided by ICT ☐ Applicable		to Remote Class			
Carriage	Diam								
Course	Pian		Theme			Goals			
1st Semeste r	1st Quarter	1st	Limits and derivatives of functions			Can find graphs and formulas for functions.			
		2nd	Limits and derivative			Can calculate the limits of functions in simple cases.			
		3rd	Limits and derivatives of functions		Understand the meaning of a derivative at a point and the definition of the derivative, and can calculate derivatives.				
		4th	Limits and derivatives of functions			Can calculate derivatives using the product and quotient rules for derivatives. Can calculate the derivatives of composite functions.			
		5th	Limits and derivatives of functions			Can calculate the derivatives of trigonometric and exponential functions.			
		6th	Derivatives of various functions			Understand the derivatives of inverse functions, and can calculate the derivatives of logarithmic and inverse trigonometric functions.			
		7th	Derivatives of various functions		Understand the continuous of function, and can solve applied problems accordingly.				
		8th	Derivatives of various functions		Understand the intermediate value theorem, and can solve applied problems accordingly.				
	2nd Quarter	9th	Variation of functions	5	Can nor		Can calculate the equations of tangents and normals to functions in simple cases.		
		10th	Variation of functions	5		Can write a derivative sign chart for a function, find its extrema, and sketch its graph.			
		11th	Variation of functions	5		Can use extrema to calculate functions' maximum and minimum values.			
		12th	Various applications			Can calculate higher-order derivatives. Can investigate the shapes of graphs using second derivatives.			
		13th	Various applications			Understand parametric representations of functions, and can use them to calculate their derivatives.			
		14th	Various applications			Understand speed and acceleration, and can solve applied problems accordingly.			
		15th	Various applications				Understand and can use the mean value theorem and L'Hôpital's rule.		
		16th	Final exam						
Evaluat	ion Meth	od and	d Weight (%)						
			Examination	Task		Presentation • Statuefforts	us of	Total	
Subtotal			50	20		30		100	
Basic Proficiency			50	20		30		100	
Specialized Proficiency)	0		0		0	
Cross Are	ea Proficier	icy ()	0		0		0	

A	Akashi College		Year	2024		Course Title	Mathematics II A-2	
Course	Informa	tion					•	
Course Co		6206			Course Category		/ Compulsory	
Class Forr		Lecture			Credits	School C	Credit: 2	
Departme	<u>ent</u>		and Computer E	ngineering	Student Grade			
Term		Second Se		±△ 1 1 十□ + □ +	Classes per Wee	•	明時生 十八十四字 / 关字字 粉尝束	
Textbook Teaching	Materials		他者(新城分孫) 東京書籍))	責分 I 」大日本図書	同迷即大 他 省	和似刀惧刀1	問題集」大日本図書 (参考書 数学Ⅲ	
Instructor	r	MATSUMIYA Atusi,OMODA Yasuhiro						
Course	Objectiv	es						
1. 関数の極限、微分係数の意味、導関数の定義、積・商の導関数の公式、合成関数、逆三角関数を理解し、いろいろな関数の導関数を求めることができる。 2. 関数の増減表を書いて、極値を求め、グラフの概形をかくことができる。極値を利用して、関数の最大値・最小値を求めることができる。また2次の導関数を利用して、グラフの凹凸を調べることができる。関数の媒介変数表示を理解し、媒介変数を利用して、その導関数を求めることができる。。 3. 定積分の定義と微積分の基本定理を理解し、簡単な定積分を求めることができる。不定積分の定義を理解し、簡単な不定積分を求めることができる。また置換積分および部分積分を用いて、不定積分や定積分や求めることができる。 4. 分数関数・無理関数・三角関数・指数関数・対数関数の不定積分・定積分を求めることができる。 「の面積や曲線の長さ、立体の体積を定積分で求めることができる。								
Rubric								
			理想的な到達レ	バルの目安	標準的な到達レベ	ジルの目安	未到達レベルの目安	
評価項目1			関数の定義、積式、合成関数、	分係数の意味、導 ・・商の導関数の公 逆三角関数を理解 関数の導関数を求 できる。	関数の極限、微分 関数の定義、積・ 式、合成関数、逆 し、いろいろな関 めることができる	商の導関数の公 三角関数を理解 数の導関数を求	: 関数の定義、積・商の導関数の公 ! 式、合成関数、逆三角関数を理解	
評価項目2	<u>.</u>		め、できるに グラス。・ うる。 かで最大でした。 かで最かでした。 ができる。 もっと。 ができる。 もっと。 ができ。 と。 がでも。 と。 も。 と。 と。 と。 と。 と。 と。 と。 と。 と。 と。 と。 と。 と。	書いて、極値を求けて、極値を求けたかくことが出しない。 関連を対ける 2次の導関がをうける 2次凹 数のでは 2次凹 数ででは 2次凹 数で変 関介変数を る。 媒介 変数を ることが は 数 で が ない は ない	関数の増減表を 関数のグラを がある。 がある。 がある。 がある。 がある。 がある。 がある。 がある。	ジをかくことがでいました。 見して、関数ので最いでいることがのるこれで、と利用とがしています。 は対象を利用とが見がいます。 はないないではいますができます。 はないではいますがでいますができます。 はないではいますがでいますができます。 はないではいますができますができますができます。 はいますができますができますができますができますができますができますができますができ	関数の増減表を書いて、極値を求め、グラフの概形をかくことができない。極値を利用して、関数の最大値、最小値を求めることができない。また2次の導関数を利用して、グラフの凹凸を調べること	
評価項目3	;		を理解し、簡単ことが十分でき義を理解し、簡単あることが十分できる。	微積分の基本定理 はな定積分を求める る。不定積分の定 ほ単な不定。またこ できる。またことが十 を求めることが十	定積分の定義と微を理解し、高いできる。不理解し、できる。不理解し、できる。不理解ができる。できる。び部分積分を用いてする。では、できる。では、できる。では、できる。では、できる。できる。これでは、できる。これでは、できる。これでは、できる。これでは、これでは、これでは、これでは、これでは、これでは、これでは、これでは、	に積分を求める 定積分の定義を 定積分を求める た置換積分およ いて、不定積分や	を理解し、簡単な足債力を求める ことができない。不定積分の定義 を理解し、簡単な不定積分を求め ことができない。また置換積分	
評価項目 4	1		指数関数・対数 定積分を求める 簡単な場合につれた図形の面積	関数・三角関数・ (関数の不定積分・ ことが十分でき、 いて、曲線でき、 いで地線の長さとが 付か曲線の長ことが	分数関数・無理関 指数関数・対数関 定積分をするこ な場合について 図形の面積や曲線 体積を定積分でする。	関数の不定積分・ とができ、簡単 曲線で囲まれた の長さ、立体の	□ 定積分を求めることができず、簡 単な場合について、曲線で囲まれ ト図形の面積や曲線の長さ、立体	
Assigne	<u>d Depar</u>	tment Obj	ectives					
Teachin	ng Metho	od						
Outline			基本概念及びそる 素養を獲得する。		いろな計算手法を習	3得し、専門分野	予での応用の際のさまざまな事象の解	
Style		予習を前提 義では集中 て下さい。	として教科書に いして理解に努め、 その日のうちに	沿って講義する。ま 、予習でわからなか 必ず復習し教科書と	問題集にある問題を	を解くように心か	をの確認をするために質問をする。講 をとは放置せずに質問するようにし がけること。ICTを活用した授業をする ないらよく勉強しておくようにしてく	
Notice		計験を500	6、課題等の提出 る。ただし、この も上記の割合に れかの週でCBT	物を20%、発表おる の割合で評価点をつ ならないことがある を行う。合格の対象	び平素の授業への けるのは学年末であ 。課題等や発表など としない欠席条件(取り組み状況を あり、途中までの どがよく出来てい 割合) 1/3以上の	30%として総合的に評価し60点以上 D累積評価の割合は暫定的な割合で評 Nれば割合以上の評価を与えることも D欠課	
Charact	eristics (Division in Le					
☑ Active	Learning	•	☑ Aided by I	СТ	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
C-								
Course	rian T	I_			T.	Cools		
	 		heme			Goals 不定籍分の定義を		
		1st 7	に定積分と定積分			个正槓分の正義々 とができる。	と任併し、間半は个上負力を氷めるこ	
2nd	324	2nd 7	に積分と定積分				里解し、定義に従って定積分を求める	
Semeste r	3rd Quarter	3rd 7	でに積分と定積分 では、			ことができる。 微分積分法の基本定理を理解し、簡単な定積分を求め ることができる。		
			立き公と立き公			ることができる。 簡単な定積分の計算をすることができる。いろいろな 不定積分の公式を活用することが出来る。		

		5th	積	責分の計算		置換積分および部分積分を を求めることができる。	た用いて、不定積分や定積分	
		6th	積	責分の計算		分数関数・無理関数の不定 ができる。	種分・定積分を求めること	
		7th	積	責分の計算		三角関数・指数関数・対数 求めることができる。	対関数の不定積分・定積分を	
		8th	面	面積・曲線の長さ・体積	į	簡単な場合について、曲線 積分で求めることができる	で囲まれた図形の面積を定 5。	
		9th	面	面積・曲線の長さ・体積	į	簡単な場合について、曲線とができる。簡単な場合に 体の体積を定積分で求める	の長さを定積分で求めるこ ついて、立体の体積や回転 こことができる。	
		10th	l	いろいろな応用		媒介変数表示による図形を る図形の面積や曲線の長さ	理解し、媒介変数表示によ などを求めることができる	
		11th	l	いろいろな応用		極座標について理解し、極 線の長さを求めることがて		
	lth Quarter	12th	l	いろいろな応用		広義積分について理解し、広義積分を求めることができる。		
		13th	l	いろいろな応用		変化率と積分について理解できる。	ない おおり はいま はいま はいま はいま はい	
		14th	微	数分方程式		応用問題から微分方程式の意味を理解し、簡単な変数 分離形の微分方程式などを解くことができる。		
		15th	微	数分方程式		簡単な同時形, 1階線形微る。	分方程式を解くことができ	
		16th	期	月末試験				
Evaluation Method and Weight (%)								
			試験		課題等	発表および平素の授業への 取り組み	Total	
Subtotal			50		20	30	100	
基礎的能力			50		15	30	95	
専門的能力			0	-	0	0	0	

分野横断的能力

Д	kashi C	ollege	Year	2024			Course Title	Mathematic	cs II B-1	
Course	Informa	ition								
Course Co	ode	6207			Course C	Category	Genera	l / Compulsory		
Class For	mat	Lecture			Credits		School Credit: 1			
Departme	ent	Electrical	and Computer I	Engineering	Student	Grade	le 2nd			
Term		First Sen	nester		Classes	per Week	2			
Textbook Teaching	and/or Materials	高遠 節	夫 他 著 「新統 夫 他 著 「新統	線形代数 改訂版 線形代数 問題集	页」 大日本図 集 改訂版」	書 大日本図書	발			
Instructo	r	TAKATA	Isao							
Course	Objectiv	/es								
1. ベクト 2. 行列の	トルの計算る D定義およる	および図形へ び 計算ができ	の応用ができる。 る。							
Rubric			T		T			T		
			理想的な到達し			到達レベル		未到達レベル		
評価項目 1	L		が十分にできる		ができる		図形への応	ができない。	算及び図形への応用	
評価項目 2	2		行列の定義およ きる。	び 計算が十分に	で行列の定	義および i	計算ができる	行列の定義お 。	よび 計算ができない	
Assigne	d Depai	tment Ob	jectives							
Teachin	g Metho	od								
		幅広い分類	 野で使われている		せについて講義	・演習を行	 fう. 目標は	 平面上や空間内で		
Outline		いて,計算	算と幾何を関連付(けできるようにた	よることである	1				
Style								してもらい、理解		
Notice		い。 CBTテ	をきちんとするこ。 ストをすることもる 象としない欠席条	ある。		質問するこ	こと。問題集	などを利用して自:	主的に勉強して欲し	
Charact	eristics	of Class /	Division in Le	earning						
☑ Active	Learning		☑ Aided by I	СТ	☑ Applie	cable to R	emote Clas	s	r Professionally	
Course	Plan									
	10		Theme			Go	als			
			平面ベクトル						て計算ができる。	
			平面ベクトル			ベクトルの演算の基本法則を使って計算ができる。 ベクトルの内積を計算できる。				
			平面ベクトル			平i	平面ベクトルの成分表示を使って計算をすることができる。			
	1st	4th	空間のベクトル			空	空間ベクトルの成分表示を使って計算をすることがで きる。			
	Quarter	5th	空間のベクトル				平行四辺形の面積をベクトルで計算できる。			
		6th	空間のベクトル			平	平行条件・垂直条件を理解し、計算に使うことができ			
1st		7th	 空間のベクトル					 の方程式を求める		
Semeste			空間のベクトル				空間の中の直線の方程式を求めることができる。 空間の中の平面の方程式を求めることができる。			
1		1 1	<u> 空間ベクトル</u>					を求め、使うこと		
			<u>空間ベクトル</u> 空間ベクトル					離を求めることが		
			<u>空間ベクトル</u> 空間ベクトル							
	2nd		<u>エ高ペントル</u> 行列				球面の方程式を求めることができる。 行列の和・差・積の計算ができる。			
	2nd 12th 179							損の計算ができる ・結合法則を使う		
	_	13th (179) 14th CBTテスト						い、学習の定着度		
15th 総括							1000 年100 年100 年100 日 100 日	С — РЕВИТ У О О		
			期末試験					の確認をする。		
Fyalus+	ion Metl	-	/eight (%)			101	5.5. CVJTE	4->FEBUCE 7 00		
Lvaluat	1011 111011	iod and w 定期試験	CBTテスト	/ 1/27/27	テスト	課題等の	提出物	 出席点	Total	
Subtotal		<u> </u>	20	25	/ /	課題等の 15		<u> 16年</u> 15	100	
基礎的能力	,	<u>25</u> 25	20	25		15		15 15	100	
)	0	
431 107形人	門的能力 0 0 0 0			10		J	U			

分野横断的能力

Д	Akashi C	ollege		Year	2024				Cour		Mathematic	es II B-2
Course	Informa	ation										
Course Co	ode	6208					Course C	Categor	y Gei	neral /	Compulsory	
Class For	mat	Lecture					Credits		Sch	ool Cr	edit: 1	
Departme	ent	Electric	al and	Computer E	ngineerin	g	Student	Grade				
Term		Second	Semes	ster			Classes p	oer We	Week 2			
Textbook Teaching	and/or Materials	高遠 魚	节夫 他 节夫 他	2 著 「新線 2 著 「新線	限形代数 i	改訂版」 問題集 2	大日本図 2011版」	書 大日本[図書			
Instructo		TAKAT	A Isao									
Course	Objecti	ves										
2. 行列式	か計算がで 代の定義お	き、連立1次 よび性質を I	ア方程式 理解し、	を解くことか 基本的な行列	ができる。 <u>川式の値を</u>	求めるこ	とができる	•				
Rubric				I=- \44.4.4.								
				想的な到達レ					いませれた		未到達レベル	
評価項目1			を角	列の計算ができ 解くことが十分	分にできる	5.	を解くこ	とができ	きる。		を解くことが	
評価項目2	!		、基	列式の定義お。 基本的な行列: られる。	よび性質を 式の値を十	2理解し 分に求	行列式の) 、基本的が る。	正義おる な行列記	はび性質を現 代の値を求め	当解し		および性質を理解し 列式の値を求められ
Assigne	ed Depa	rtment 0	bjecti	ives							<u> </u>	
	ng Meth											
Outline		幅広いを		われている線 何を関連付け					を行う. 目	票は平面	面上や空間内での	の図形の方程式を用
Style		シラバス	くに沿っ	て、動画を使	でて予習	してきても	ちらう。授	業中は	グループ学	習をして	てもらい、理解原	度を確認する。
Notice Charact	eristics	い。 CBTラ 評価の対	ラストを 対象とし	がとすることもあ ない欠席条件 sion in Le	うる。 F(割合) 1/			貝미 9 7		選素 (4)(主的に勉強して欲し
☑ Active	Learning		Ø	Aided by IC	Т		☑ Applic	cable to	Remote	Class	☐ Instructo Experienced	r Professionally
	DI											
Course	Plan	1	T						<u> </u>			
		1	Them	ie					Goals	/七/ニエロ・	大田級」 /丰二	フ はが できる
		1st	行列						零行列・単位行列を理解し、使うことができる。			
		2nd	行列						転置行列と逆行列を求め、使うことができる。 2次の行列式を計算し、クラメルの公式を使うことが			
		3rd	行列式	代の定義と性質	質				2次の行列式を計算し、グラメルの公式を使っことか できる。			
	3rd	4th	行列式	代の定義と性質	質				行列式の定義を理解し、簡単な行列式を計算できる。			
	Quarter	5th	行列式	代の定義と性質	質				行列式の性質を理解し、計算に使うことができる。			
		6th	行列式	代の応用					行列式の展開をすることができる。			
		7th	行列式	代の応用					いろいろな	行列式	の計算をするこ	ことができる。
2nd Semeste		8th	行列式	代の応用					余因子を使	って逆	行列を求めるこ	ことができる。
r		9th	行列式	て							数分解をするこ	
		10th	連立1	. 次方程式と行	<u></u> 一列				行列の消去	法を理	解し、使うこと	ができる。
		11th	連立 1	. 次方程式と行	亍列				0			を解くことができる
	4th Quarter	12th	連立1	. 次方程式と行	<u></u> 一列				消去法を使	って、	逆行列を求める	ことができる。
	Quarter	13th	連立1					行列の階数	を求め	ることができる	0	
	14th CBTテスト					CBTテス	トで定	着度の確認をす	·る。			
15th 総括							総復習をす					
		16th	期末証						これまでの	学習の	確認をする。	
Evaluat	ion Met	hod and	Weigl		т			1				
		定期試験		CBTテスト		復習テス	<u> </u>		の提出物	出席	点	Total
Subtotal		25		20		25		15		15		100
基礎的能力		25		20		25		15		15		100
専門的能力		0		0		0		0		0		0
分野横断的	野横断的能力 0 0 0 0				0		0					

Д	kashi Co	ollege	Year	2024			ourse Title	Science II A-1	
Course	Informa	tion	•			•			
Course Co	ode	6209			Course Categor	γ	General	/ Compulsory	
Class For	mat	Lecture			Credits		School Credit: 1		
Departme	ent		l and Computer E	Engineering	Student Grade		2nd		
Term	17	First Ser	First Semester Classes per Week 2			2			
Textbook Teaching	and/or Materials	國友正和	國友正和ほか著 総合物理 1 -カと運動・熱- (数研出版)数研出版編集部編 リードa 物理基礎・物理 (数研出版)						
Instructo	r	TAKEUC	HI Masahiro						
Course	Objectiv	es							
1. Explair	problems	involving	various physical q	uantities.					
	t various p	physical qua	antities to others	ın a easy-to-und	erstand manner.				
Rubric			E II		C1			T	
			Excellent		Good Solve computat	ional n	robloms	Insufficient Inability to solve computationa	
Achievem	ent 1		Explain proble various physic		involving variou quantities.	us phys	sical	problems involving various physical quantities	
Achievem	ent 2		Present variou quantities to conderstand	thers in an easv-	Present various quantities.	physic	cal	Inability to present various physical quantities	
Assiane	d Depar	tment Ol			·				
	g Metho		-						
Outline		In the fi The stud perseve speed an necessa units. Th assignm and con caused I equation Next, th a total r The stud 4: To ur the stud through of all the they car During e and in tl from the smooth the supp should f submit t problem term va the prob betweer course is and the party ex as a refe activities	rst year, the stud dents are required rant and don't given acceleration, to the students will lead to the sequence in physical dents must pay an derstand constart will use simple the students will use simple the study of the edynamic phenor write the equation write the equation with the study of the edynamic phenor write the equation write the equation write the equation with the equation with the exact lesson (90 medical second half the edynamic phenor write the equation write the equation with the exact lesson (90 medical second half the exact lesson (90 medical	ents will learn urd to acquire a tree ve up. Dynamics opics learned at the trigonometric arn how to study action research not ical phenomena. If a force and influing the phenomena of the phenome	ntil constant velocitimendous amount 1: To understand junior high school. c functions. Also, v y by themselves th otes), etc. Dynami For example, acce lenced by mass. The understand torque example, acce lenced by mass. The understand torque example, acce in the stude frences in power r motion through the n instrument to leg gravitational attrace ded by the equation ve it. st half the teacher extricipate in group- ired to read the tex future, physical rev s from the beginni e note contains exp w how much the st it. The test problen ay of solving are co lestions elaborated the textbook, in ad should understand ion to the teachers s! This fact and fee	ty circular control to the version of kno the version of kno the version of kno the student with the student of known of	ular motion where the control of the	namics is divided into four topics. on (middle of dynamics topic 4). But a difficult topic, to be cept. The contents used here are components of a vector is a handle significant figures and ks, such as self-learning, doing tand the relation between cause and in dynamics 1) is the result, a learn more about movements antitative concept of lever principle servation law. Here, by conducting corred to comprehend dynamics 4 that are easily confused. Dynamics ordimensional. As an application, and and light waves. Furthermore, and the students will become aware make the students perceive that it is contents from in the textbook, as and solve problems together ince, to make team activities style, we recommend the use of will be abolished, so the students to make and the background and essence of each lied. It also should include long-h school physics book (the style of bid difference of interpretation or are not used. In resume, this learning materials as the videos from corner to corner, as a third-extra handouts may be distribute onfidence to the students in other	
Notice	coristics	Re-exan In junion of the gi animation understa you will	nination: No retes r high school, stud ants, are not only on may lead to er	sting dents think abou y inefficient but a roneous concept: I phenomena. By ticated techniciar	5 absences w t something from a also blaspheme. In s (simple concept)	vill be e zero. L the lea and so	excused. earners varning of ometimes	n/s.akashi.ac.jp/physics/ who do not stand on the shoulder physics, images from comics and s interfere with correct developed by predecessor physics tions and pseudoscience!	
		ui Class /					. =:	☐ Instructor Professionally	
	Learning		☑ Aided by IO	CT	☑ Applicable to	Remo	ote Class	Experienced	
Course	Plan								
	1		Theme	<u> </u>		Goals			
		1st	Six formulas for					tbook's problems 170,172	
		2nd	Spring pendulum					tbook's problems 173,175,177	
1st	1 c+	3rd	Simple pendulun			Can ex	kplain tex	tbook's problems 179,180	
Semeste	1st Quarter	4th	Kepler's Law and p163)	ı Universal Gravit	ation(p160-	Can ex	kplain tex	tbook's problems 189,191	
•		5th	' '	llites(p164-p165)	Can ex	plain tex	tbook's problems 192,194,195	
5th				Gravity and Satellites(p164-p165) Potential evergy due to universal		Can explain textbook's problems 192,194		, ,	
		l6th	gravitation(p166	due to universal		Can a	ınlain tev	tbook's problems 196,197,198	

	7th	Earth sciences1,2		Understand and to earth science.	can explain several topics related	
	8th	Mid term exams		Correctly answer more than 80 % of the test.		
	9th	Temperature and Heat(emperature and Heat(p186-p195)		oook's problems 207,211,214	
	10th	Specific Heat Experime	nt	Can conduct expreports on time.	eriments sagely and submit	
24	11th	Gas law(p196-p201)		Can explain textb 228,229,230,233		
2nd Quarte	r 12th	Kinetic theory of gaseon	us molecules(p202-206)	Can explain textbook's problems 238		
	13th	First law of thermodyna	amisc(p207-p212)	Can explain textbook's problems 241-242		
	14th	P-V graph and molar sp	pecific heat	Can explain textbook's problems 243,144,249		
	15th	Thermomotor(p218-p2	25)	Can solve basic themodynamic problems		
	16th	End term exams		Correctly answer more than 80 % of the test.		
Evaluation Me	thod and	l Weight (%)				
	Ex		Others		Total	
Subtotal	Subtotal		60		100	
Basic Proficiency	asic Proficiency 40 60		60		100	
Specialized Profic	ecialized Proficiency 0 0		0		0	
Cross Area Profic	iency	0	0		0	

Akashi College		Year	Year 2024			ourse Title	Science II A-2
Course Informa	ation						
Course Code	6210			Course Category		General ,	Compulsory
Class Format	Lecture			Credits	School Credit: 1		
Department	Electrical	and Computer E	ingineering	Student Grade		2nd	
Term	Second S	Second Semester Classes per Week 2					
Textbook and/or Teaching Materials							
Instructor	TAKEUCH	II Masahiro,					
Course Objectiv	/es						
Rubric							
. (45) 10		Ideal Level		Standard Level			Unacceptable Level
Achievement 1		Understand the significant figu		Can handle signifiand units approp			Doesn't understand the concept of significant figures and units, and can't handle them appropriately.
Achievement 2		Understand the vector and corthem properly	nponent, and use	Can use vector a properly.	nd co	mponent	Doesn't understand and can't use vector and component.
Achievement 3		dynamics of th	be able to explain s and perform	Understand the d dynamics of the quantity.			Doesn't understand the concept of the dynamics of the physical quantity.
Assigned Depa	rtment Ob	jectives					
Teaching Metho							
	speed and	d acceleration, to	opics learned at ju	nior high school. T functions Also wi	To ex ill be	plain the	ept. The contents used here are components of a vector is handle significant figures and
Outline	assignme and conse caused by equations Next, the a total re The stude 4: To und the stude through t of all the	ints (task prepar, equence in physis y the exercise of in dynamics 4. students will students must pay at derstand constan the study of the ldynamic phenor	ation research not cal phenomena. Fa force and influer Dynamics 3: to usudy energy conserquantities learned tention to the diffect velocity circular lole vibration as an aw of universal gr	es), etc. Dynamics or example, accele need by mass. The nderstand torque vation law and moso far, the studer erences in power amotion through thinstrument to lear avitational attract by the equation or	s 2: teratice student which omen to wind and ender to be student by the student b	o underston (learned dents will not a quatum consill be preported to the consill of two dents out sound y Newton	is, such as self-learning, doing and the relation between cause d in dynamics 1) is the result, learn more about movements nitiative concept of lever principle ervation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics dimensional. As an application, and light waves. Furthermore, the students will become aware make the students perceive that if
	assignme and conse caused by equations Next, the a total re' The stude 4: To und the stude through t of all the they can During ea and in the from the smooth a the support should for submit th problem a term vaca the proble between course is and the w party ext as a refer activities	equence in physical the exercise of a in dynamics 4. In students will students will students must pay at derstand constants will use simple study of the ladynamic phenomerite the equations of the study of the ladynamic phenomerite the equations of the second half the textbook. The students and meaningful. A fort web page and not be used ations periods of the emis preserved, students and teacentered on the veb page task, evernal evaluation ence. I can solvinside and outside in the page and outside and outside and outside and outside and outside and outside and students and teacentered. I can solvinside and outside in the page task, evernal evaluation of the page task evaluation of the page	ation research not cal phenomena. Fa a force and influer Dynamics 3: to use to use the control of the control o	es), etc. Dynamics or example, accele nced by mass. The nderstand torque vation law and moso far, the studer erences in power amotion through the instrument to lear avitational attraction by the equation of eit. half the teacher value in group-sed to read the text obture, physical reversions the beginning and the text problems of solving are chost of the student of the student of the text problems of solving are chost of solving are chould understand not the teachers. This fact and feel	s 2: t teeratic which which was a control of the co	o understour understour (learner on (learn	and the relation between cause d in dynamics 1) is the result, learn more about movements ntitative concept of lever principle. Ervation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics -dimensional. As an application, and light waves. Furthermore, the students will become aware nake the students perceive that if contents from in the textbook, and solve problems together nee, to make team activities style, we recommend the use of ll be abolished, so the students. The students have to make and background and essence of each ed. It also should include long-school physics book (the style of id difference of interpretation are not used. In resume, this earning materials as the videos om corner to corner, as a third-extra handouts may be distributed infidence to the students in other
Outline Style	assignme and consecused by equations Next, the a total reterment of all the they can During earned in the smooth a the supposhould for submit the problem a term vacathe problem and the vacathe vacat	equence in physical y the exercise of in dynamics 4. students will students must pay at derstand constants will use simple study of the ladynamic phenor write the equation and the second half the textbook. The study on preparations periods of ending and to exercise on the web page task, evernal evaluation ence. I can solvinside and outsign points: For speciation: No reteshigh school, students, are not only in may lead to ending of physical	ation research not cal phenomena. Fa a force and influer Dynamics 3: to use up a problem in the difference of the vibration as an aw of universal granena, represented ons, they can solve universal granena, represented on for the first undents are required videos. In the full on for the classes learch note. The ras a tool to show study time. Test: numbers and way acher, original queproblems from the control of the students significant problems! The students significant calculation musting dents think about so inefficient but also oneous concepts of the phenomena. By a study of the students are oneous concepts.	es), etc. Dynamics or example, accele nced by mass. The nderstand torque vation law and mos far, the studer erences in power a motion through the instrument to lead avitational attract by the equation of eit. Thalf the teacher was a to read the text oblem-solving and ture, physical reverse to the text problems of solving are charted by the equation of the text problems of solving are charted as the text problems. This fact and feel ethods: https://sissammething. This fact and feel ethods: https://sissammething. In the instruction of the text problems of the text problems of solving are charted as the text problems. This fact and feel ethods: https://sissammething. In the instruction of the text problems of the text problems of the text problems. In the instruction of the text problems of t	s 2: t teere state and the state and state	o understo understo understo un (learned dents will a lis a quatum consult be preputed out sound y Newton tion. To replain the cativities in advance to other leacher to other l	and the relation between cause d in dynamics 1) is the result, learn more about movements ntitative concept of lever principle. Ervation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics-dimensional. As an application, and light waves. Furthermore, the students will become aware nake the students perceive that if contents from in the textbook, s and solve problems together nee, to make team activities style, we recommend the use of ll be abolished, so the students. The students have to make and background and essence of each ed. It also should include longal school physics book (the style of id difference of interpretation are not used. In resume, this earning materials as the videos om corner to corner, as a third-extra handouts may be distributed
Style	assignme and conse caused by equations Next, the a total re' The stude 4: To und the stude through t of all the they can During ea and in the from the smooth a the support should for submit th problem a term vaca the proble between course is and the v party ext as a refer activities Evaluation Re-exami In junior of the gia animatior understar you will b	equence in physical to the comments of the com	ation research not cal phenomena. Fr a force and influer Dynamics 3: to use the control of the c	es), etc. Dynamics or example, accele nced by mass. The nderstand torque vation law and mos far, the studer erences in power a motion through the instrument to lead avitational attract by the equation of eit. Thalf the teacher was a to read the text oblem-solving and ture, physical reverse to the text problems of solving are charted by the equation of the text problems of solving are charted as the text problems. This fact and feel ethods: https://sissammething. This fact and feel ethods: https://sissammething. In the instruction of the text problems of the text problems of solving are charted as the text problems. This fact and feel ethods: https://sissammething. In the instruction of the text problems of the text problems of the text problems. In the instruction of the text problems of t	s 2: t teere state and the state and state	o understo understo understo un (learned dents will a lis a quatum consult be prepared to the	and the relation between cause d in dynamics 1) is the result, learn more about movements ntitative concept of lever principle. ervation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics dimensional. As an application, and light waves. Furthermore, the students will become aware nake the students perceive that if contents from in the textbook, and solve problems together nee, to make team activities style, we recommend the use of ll be abolished, so the students are not used. It also should include longaction in the style of id difference of interpretation are not used. In resume, this earning materials as the videos om corner to corner, as a third-extra handouts may be distributed in the first physics, images from comics and interfere with correct eveloped by predecessor physics.
Style Notice Characteristics	assignme and conse caused by equations Next, the a total re' The stude 4: To und the stude through t of all the they can During ea and in the from the smooth a the support should for submit th problem a term vaca the proble between course is and the v party ext as a refer activities Evaluation Re-exami In junior of the gia animatior understar you will b	equence in physical to the comments of the com	ation research not cal phenomena. Fa a force and influer Dynamics 3: to use up the problems of the vibration as an aw of universal granena, represented ons, they can solve uninutes) in the first extudents are required videos. In the full the vibration as an aw of universal granena, represented ons, they can solve uninutes) in the first extudents are required videos. In the full on for the classes earch note. The ras a tool to show study time. Test: numbers and way problems from the control of the students si system. In addition of the campus. The students will be the campus. The students of the calculation musting dents think about so the control of the control of the calculation musting dents think about so the control of the calculation musting dents the calculation musting dents think about so the calculation of the	es), etc. Dynamics or example, accele nced by mass. The nderstand torque vation law and mos far, the studer erences in power a motion through the instrument to lead avitational attract by the equation of eit. Thalf the teacher was a to read the text oblem-solving and ture, physical reverse to the text problems of solving are charted by the equation of the text problems of solving are charted as the text problems. This fact and feel ethods: https://sissammething. This fact and feel ethods: https://sissammething. In the instruction of the text problems of the text problems of solving are charted as the text problems. This fact and feel ethods: https://sissammething. In the instruction of the text problems of the text problems of the text problems. In the instruction of the text problems of t	s 2: t teers a series of the s	o understo understo understo un (learned dents will is a quatum consult be prepared to the pre	and the relation between cause d in dynamics 1) is the result, learn more about movements ntitative concept of lever principle. Evaluation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics dimensional. As an application, and light waves. Furthermore, the students will become aware nake the students perceive that if contents from in the textbook, is and solve problems together nee, to make team activities style, we recommend the use of ll be abolished, so the students. The students have to make and background and essence of each ed. It also should include longaction in the style of id difference of interpretation are not used. In resume, this earning materials as the videos om corner to corner, as a third-extra handouts may be distributed in the first physics, images from comics and interfere with correct eveloped by predecessor physics.
Style Notice Characteristics ✓ Active Learning	assignme and conse caused by equations Next, the a total re' The stude 4: To und the stude through t of all the they can During ea and in the from the smooth a the support should for submit th problem a term vaca the proble between course is and the v party ext as a refer activities Evaluation Re-exami In junior of the gia animatior understar you will b	equence in physical y the exercise of in dynamics 4. students will students must pay at derstand constants will use simple study of the land dynamic phenor write the equation of the land dynamic phenor write the equation of the land meaningful. For web page and cus on preparations periods of emis preserved, students and teacentered on the veb page task, evernal evaluation ence. I can solvinside and outsion points: For speciation: No retest high school, students, are not only in may lead to emit of physical ecome a sophist pivision in Lead of the points of the property of the physical ecome a sophist pivision in Lead o	ation research not cal phenomena. Fa a force and influer Dynamics 3: to use up the problems of the vibration as an aw of universal granena, represented ons, they can solve uninutes) in the first extudents are required videos. In the full the vibration as an aw of universal granena, represented ons, they can solve uninutes) in the first extudents are required videos. In the full on for the classes earch note. The ras a tool to show study time. Test: numbers and way problems from the control of the students si system. In addition of the campus. The students will be the campus. The students of the calculation musting dents think about so the control of the control of the calculation musting dents think about so the control of the calculation musting dents the calculation musting dents think about so the calculation of the	es), etc. Dynamics or example, accele nced by mass. The nderstand torque vation law and moso far, the studer erences in power a motion through the instrument to lead avitational attract by the equation of eit. half the teacher was to read the text oblem-solving and ture, physical reverse from the beginning note contains explement the student of the student of the student of the text problement of solving are chostions elaborated etextbook, in additional dunderstand in the teachers'. This fact and feelesthods: https://sissomething. In the student of the teachers of the student of the studen	s 2: t teers a series of the s	o understo understo understo un (learned dents will is a quatum consult be prepared to the pre	and the relation between cause d in dynamics 1) is the result, learn more about movements ntitative concept of lever principle. Ervation law. Here, by conducting ared to comprehend dynamics 4. at are easily confused. Dynamics -dimensional. As an application, and light waves. Furthermore, the students will become aware nake the students perceive that if contents from in the textbook, and solve problems together nee, to make team activities style, we recommend the use of ll be abolished, so the students. The students have to make and background and essence of each ed. It also should include longact in the students in the properties on corner to corner, as a third-extra handouts may be distributed infidence to the students in other n/s.akashi.ac.jp/physics/
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		5th	Interference and refraction of light	(p85-p89)	Can explain textbook's problems 337,338		
		6th	Thin films and Newton rings (p90-p	93)	Can explain textb	ook's problems 341,342	
		7th	Electric field (p106-p116)		Can explain textbook's problems 351,349,353		
		8th	Electric potential (p117-128)		Can explain textbook's problems 355,358,359		
		9th	CBT(Computer Based Testing)		Can explain CBT		
			Capacitance of Capacitors and Capa Dielectrics (p129-p135)	acitors and	Can explain textb	ook's problems 332,334,335	
			Capacitor connections and energy s capacitors (p136-p140)	stored in	Can explain textb	ook's problems 336,337,342	
		12th	Ohm's law (p142-p147)		Can explain textbook's problems 357(1)~(4)		
	4th Quarter		Joule heat and power and power ar (p148-p153)	nd DC circuits	Can explain textbook's problems 351,354,356		
			Kirchhoff's Law, batteries and the V Bridge (p156-p159)	Vheatstone	Can explain textbook's problems 360,363,365		
		15th	Measurement of electromotive force circuits with non-linear resistors an (p160-p163)		Can explain textbook's problems 367,368,369		
		16th	final exam	nal exam		Correctly answer more than 80 % of the test.	
Evaluati	Evaluation Method and Weight (%)				·		
	Examination Other			Other		Total	
Subtotal	btotal 40 60		60	100			
Basic Profi	iciency	·	40	60		100	

Δ	kashi Co	ıllene	Year	2024		Course	Science II B-1	
			ı cui	2021		Title	Science II B 1	
Course Co	Informat	6211			Course Categor	y Genera	I / Compulsory	
Class Forr		Lecture			Credits		Credit: 1	
Departme			l and Computer E	 Enaineerina	Student Grade	2nd	Greater 1	
Term		First Ser	•		Classes per We			
Textbook Teaching						·		
Instructor	-	SAKURA	I Yasuhiro					
1. Can ex particles). 2. Can us reactants 3. Can ex	: e chemica and produ plain and o	calculate the equations in a reactal culate the	, and explain and action. e basic matters r	·	c matters related	to the relatio	g matters related to the bonding of nship between the amounts of	
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1		and calculate related to the	accurately explain the basic matters composition of including matters bonding of	Can explain and basic matters re composition of (including matte bonding of part	elated to the substances ers related to t	Cannot explain and calculate the basic matters related to the composition of substances (including matters related to the bonding of particles).	
Achievem	ent 2	Can use chemical equations, and fully and accurately explain and calculate the basic matters. Can use chemical equations, and explain and calculate the basic matters related to the			Cannot use chemical equations, and explain and calculate the basic matters related to the relationship between the amounts of reactants and products in a reaction.			
Achievem	Can fully and accurately explain chievement 3 and calculate the basic matters basic mat			Can explain and basic matters reand bases.		Cannot explain and calculate the basic matters related to acids and bases.		
Achievem	ent 4		Can fully and and calculate related to oxic reduction reaches		Can explain and calculate to basic matters related to oxidation and reduction reactions.		Cannot explain and calculate the basic matters related to oxidation and reduction reactions.	
Assigne	d Depar	tment Ob	jectives					
Teachin	g Metho	d						
Outline		The obje	ectives of this cou	irse is to gain a bas	sic knowledge of	chemicals, a	nd to develop scientific thinking by	
Style				theories of chemist cture-style format.	•			
		We hope	that by observir			, students will	recognize that chemistry is all	
Notice		around u Students		r more of classes v	vill not be eligible	e for evaluation	٦.	
Charact	eristics o	<u> </u>	Division in Le					
□ Active		,	☐ Aided by I		☑ Applicable to	Remote Class	☑ Instructor Professionally Experienced	
_								
Course	Plan 		T		Т	<u> </u>		
		1 ct	Theme	en learning chemist	<u> </u>	Goals		
		1st			<i>'</i>	Can explain ar	nd calculate the basic matters	
		2nd 3rd	Composition of s			Can explain and calculate the basic matters related to the composition of substances. Can explain and calculate the basic matters		
						related to the composition of substances. Can explain and calculate the basic matters		
	1st Quarter	4th	Composition of s			related to the composition of substances. Can explain and calculate the basic matters		
1st	st Composition of substa				related to the	composition of substances. nd calculate the basic matters		
r		Bonding of partic			related to the	bonding of particles. nd calculate the basic matters		
	7th Bonding of particles - 2			related to the	bonding of particles.			
		8th	Chemical bondin	g and substances		C 1 :	ad an Invitation to the Control of t	
	2nd	9th	Summary of the	composition of sub	ostances		nd calculate the basic matters composition of substances and ticles.	
	Quarter	10th	Chemical equation amounts of reaction 1	ons and relationship tants and products	in a reaction - I	related to the	nd calculate the basic matters relationship between the amounts nd products in a reaction.	

11th	Chemical equations and relationshi amounts of reactants and products 2	p between the in a reaction -	related to the rela	calculate the basic matters ationship between the amounts products in a reaction.	
12th			Can explain and calculate the basic matters related to the relationship between the amounts of reactants and products in a reaction.		
13th	Chemical equations and relationshi amounts of reactants and products 4	p between the in a reaction -	Can explain and calculate the basic matters related to the relationship between the amounts of reactants and products in a reaction.		
14th	Chemical equations and relationshi amounts of reactants and products 5	p between the in a reaction -	Can explain and calculate the basic matters related to the relationship between the amounts of reactants and products in a reaction.		
15th	amounts of reactants and products		Can explain and calculate the basic matters related to the relationship between the amounts of reactants and products in a reaction.		
16th	Final exam				
od and V	Veight (%)				
	Little test	Examination		Total	
ototal 65 3		35		100	
ncy 65 35		35		100	
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су	0	0		0	
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評価項目3	24		Course Title	Science II B-2	
Lecture Department Electrical and Computer Engine Textbook and/or reaching Materials Second Semester Second Semester Second Semester Second Semester Second Semester SAKURAI Yasuhiro SAKURAI Yasuhiro SAKURAI Yasuhiro Course Objectives 1. 物質の構成(粒子の結合に関する事項を含む)に関する3. 酸・塩基の反応に関する基本事項について説明や計算ができる4. 酸化・還元反応に関する基本事項について説明や計算ができる4. 酸化・還元反応に関する基本事項について的確な説明や正確な説明である。					
Electrical and Computer Engine Term	Course	e Category	General	/ Compulsory	
Term Second Semester Textbook and/or Teaching Materials	Credit	5	School C	redit: 1	
Textbook and/or Teaching Materials Instructor SAKURAI Yasuhiro Course Objectives 2. 化学反応式が取り扱え、反応量の関係に関する基本事項について説明や計算ができる 3. 酸・塩基に関する基本事項について説明や計算が 1. 酸・塩基に関する基本事項について説明や計算が 1. できる。	eering Stude	nt Grade	2nd		
Teaching Materials Instructor Course Objectives 1. 物質の構成(粒子の結合に関する事項を含む)に関する基本事項 2. 化学反応式が取り扱え、反応量の関係に関する基本事項について説明や計算ができる4. 酸化・還元反応に関する基本事項について説明や計算がといる。 地域基の反応では関する基本事項について的確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明でできる。 配きに関する基本を指導する。 一般をいるといてのできる。 「こついてのできる。 こいでの音を対象形式でできる。 「こついてのに、関するでは、説明でいても学習する。 「こついても学習する。 「こついてのに、関するといていてのできる。 「こついてのに、関するといていてのできる。 「こついてのに、関するといていてのできる。 「こついてのに、関するといで、こついていていていていていていていていていていていていていていていていていていて	Classe	s per Week	/eek 2		
Course Objectives 1. 物質の構成(粒子の結合に関する事項を含む)に関する 2. 化学反応式が取り扱え、反応量の関係に関する基本事項について説明や計算ができる 4. 酸化・還元反応に関する基本事項について説明や計算力 Rubric 理想的な到達レベルの 物質の構成(粒子の終 事項を含む)に関する 3 酸・塩基に関する基本事項について説明や計算力 円分にできる。 化学反応式が取り扱え 関係に関する 関係に対明や計算力 を対象の はいたの 関係に対明や計算力 を対象の はいての 関係に対ける 関本は対しないが 関係に対ける 関係に対ける 関係に対ける 関係に対ける 関係に対ける 関係に対ける 関係に対ける 関係に対ける 関係に対ける 関係に対します。 関係に対いのとは、対象のを はいれが、対象のを はいれが、対象に対しないが、対象に対しないが、対象に対しないが、対象に対しないが、対象を 関する 関する 関する 関する 関する 関する 関係に対ける 関係に対しまする 関係に対しまするとは、対象に対しないが、対象に対しますができる。 は基に関する 関係に対しないが、対象に対しますが、対象に対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対しますが、対象に対象に対象に対象に対象に対象に対象に対象に対象に対象に対象に対象に対象に対	ードa 化学基礎+化学	学」数研出版	、「フォトサー	イエンス 化学図録」数研出版	
1. 物質の構成(粒子の結合に関する事項を含む)に関する 2. 化学反応式が取り扱え、反応量の関係に関する基本事項について説明や計算ができる 4. 酸化・還元反応に関する基本事項について説明や計算ができる 4. 酸化・還元反応に関する基本事項について説明や計算が Rubric 理想的な到達レベルの 物質の構成(粒子の終事項を含む。に関する 1 世親的な到達レベルの 物質の構成(粒子の終事項を含む。に関する 2 について的確な説明や正確な計算きる。					
理想的な到達レベルの 物質の構成 (粒子の編事項を含む) に関する ついて的確な説明や	頁について説明や計算が る。	月や計算がで ができる。	きる。		
押価項目1				1	
 評価項目1 事項を含む)(こ関するので的確な説明や可分にできる。 化学反応式が取り扱え関係に関する基本事項確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確な説明や正確なにできる。 経験・塩基に関する基本で的確な説明や正確なにできる。 Assigned Department Objectives Teaching Method Outline この科目は、企業で化学に関するする基礎知識について請義形式で立てる、化学の基礎理論を理解すいても学習する。 Style 授業は講義形式で行う。確認テストのでは、対象としない欠席条件(書) Characteristics of Class / Division in Learni回lation Active Learning Active Learning 「本述基の反応 - 1:酸・塩基の反応 - 2:価値が、塩基の反応 - 2:価値が、塩基の反応 - 3:水道が、塩基の反応 - 5:中が、・塩基の反応 - 5:中が、・塩基の反応 - 5:中が、・塩素の反応 - 5:金が、・塩素の反応 - 5:金が、・塩素の - 4:4 		な到達レベル	の目安	未到達レベルの目安	
評価項目2 関係に関する基本事項確な説明や正確な計算言る。 酸・塩基に関する基本で的確な説明や正確なにできる。 酸・塩基に関する基本で的確な説明や正確なにできる。 酸化・還元反応に関すのにできる。 をはいっては関する。 Assigned Department Objectives Teaching Method Outline	3基本事項に 物具の 事項を	構成(粒子の 含む)に関す 説明や計算か)結合に関する 「る基本事項に 「できる。	物質の構成(粒子の結合に関する 事項を含む)に関する基本事項に ついて説明や計算ができない。	
評価項目3	頁について的 化子及 質が十分にで 関係に	応式が取り扱 関する基本事 算ができる。	及え、反応量の 事項について説	化学反応式が取り扱え、反応量の 関係に関する基本事項について説 明や計算ができない。	
評価項目4 について的確な説明が が十分にできる。 Assigned Department Objectives Teaching Method Outline	酸・塩基に関する基本事項につい て的確な説明や正確な計算が十分 にできる。				
Teaching Method Outline この科目は、企業で化学に関するする基礎知識について講義形式ででる、化学の基礎理論を理解すいても学習する。 Style 授業は講義形式で行う。確認テス日常生活を科学的に考察すること評価の対象としない欠席条件(害 Characteristics of Class / Division in Learni Aided by ICT Course Plan Theme 1st 酸・塩基の反応-1:酸2nd 酸・塩基の反応-2:価値3 3rd 酸・塩基の反応-3:水道4th 酸・塩基の反応-5:中が6th 酸・塩基の反応-6:中が7th 酸・塩基の反応-78th 酸化・還元反応-1:酸1th 酸化・還元反応-1:酸1th 酸化・還元反応-1:酸1th 酸化・還元反応-3:酸過1th 酸化・還元反応-3:酸過1th 酸化・還元反応-4:酸過1th 酸化・還元反応-4:酸過1th 酸化・還元反応-4:酸過1th 酸化・還元反応-5:金					
Outline この科目は、企業で化学に関するする基礎知識について講義形式で立てる、化学の基礎理論を理解すいても学習する。 Style 授業は講義形式で行う。確認テス日常生活を科学的に考察すること評価の対象としない欠席条件(書 Characteristics of Class / Division in Learni Aided by ICT Course Plan Theme 1st 酸・塩基の反応 - 1:酸 2nd 酸・塩基の反応 - 2:価値 3rd 酸・塩基の反応 - 3:水 3rd Quarter 4th 酸・塩基の反応 - 5:中値 6th 酸・塩基の反応 - 5:中値 6th 酸・塩基の反応 - 6:中値 7th 酸・塩基の反応 - 1:酸 2nd 酸・塩基の反応 - 1:酸 2nd 酸・塩基の反応 - 1:酸 2nd					
Outline する基礎知識について講義形式で立てる、化学の基礎理論を理解すいても学習する。 Style 授業は講義形式で行う。確認テス 日常生活を科学的に考察すること。 評価の対象としない欠席条件(害 Characteristics of Class / Division in Learni					
Notice 日常生活を科学的に考察すること 評価の対象としない欠席条件(書 Characteristics of Class / Division in Learni	授業を行うものである ることによって、科学 	。習得した(的思考を養う	と学の基礎事項	し、化学物質の性質や化学反応に関 をくらしや生活環境と関連付けて役 する。また、ライフサイエンスにつ	
評価の対象としない欠席条件(書 Characteristics of Class / Division in Learni			 であることを認	 !識する。	
□ Active Learning □ Aided by ICT Course Plan	引合) 1/3以上の欠課				
Theme	ng				
1st 酸・塩基の反応 – 1:酸 2nd 酸・塩基の反応 – 2:価値 3rd 酸・塩基の反応 – 2:価値 3rd 酸・塩基の反応 – 3:水 4th 酸・塩基の反応 – 4:pH 5th 酸・塩基の反応 – 5:中値 6th 酸・塩基の反応 – 6:中値 7th 酸・塩基の反応 – 6:中値 7th 酸・塩基の反応 – 78th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 12th 酸化・還元反応 – 5:金	☑ Ap	olicable to R	Remote Class	☐ Instructor Professionally Experienced	
1st 酸・塩基の反応 – 1:酸 2nd 酸・塩基の反応 – 2:価値 3rd 酸・塩基の反応 – 2:価値 3rd 酸・塩基の反応 – 3:水 4th 酸・塩基の反応 – 4:pH 5th 酸・塩基の反応 – 5:中値 6th 酸・塩基の反応 – 6:中値 7th 酸・塩基の反応 – 6:中値 7th 酸・塩基の反応 – 78th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 12th 酸化・還元反応 – 5:金					
2nd 酸・塩基の反応 – 1:酸 3rd Quarter 3rd 酸・塩基の反応 – 2:価値 3rd 酸・塩基の反応 – 3:水 4th 酸・塩基の反応 – 4:pH 5th 酸・塩基の反応 – 5:中域 6th 酸・塩基の反応 – 6:中域 7th 酸・塩基の反応 – 6:中域 7th 酸・塩基の反応 – 1:酸 8th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 4th 12th 酸化・還元反応 – 5:金					
2nd 酸・塩基の反応-2:価値 3rd 酸・塩基の反応-3:水 4th 酸・塩基の反応-4:pH 5th 酸・塩基の反応-5:中域 6th 酸・塩基の反応-6:中域 7th 酸・塩基の反応-7 8th 酸化・還元反応-1:酸 9th 酸化・還元反応-2:酸 10th 酸化・還元反応-3:酸 11th 酸化・還元反応-4:酸 12th 酸化・還元反応-5:金			oals		
2nd Semeste r 3rd 酸・塩基の反応 – 3:水 4th 酸・塩基の反応 – 4: pH 5th 酸・塩基の反応 – 5: 中部 6th 酸・塩基の反応 – 6: 中部 7th 酸・塩基の反応 – 6: 中部 8th 酸化・還元反応 – 1: 酸 9th 酸化・還元反応 – 2: 酸 10th 酸化・還元反応 – 3: 酸 11th 酸化・還元反応 – 4: 酸 4th 酸化・還元反応 – 5: 金	・塩基の性質	ウ.	酸と塩基の性質について理解し、説明できる。アレニ ウス、ブレンステッドローリーの酸・塩基を理解し、 説明できる。		
2nd Semeste r 4th 酸・塩基の反応 – 4:pH 5th 酸・塩基の反応 – 5:中域 6th 酸・塩基の反応 – 6:中域 7th 酸・塩基の反応 – 7 8th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 4th 12th 酸化・還元反応 – 5:金	 数と電離度		説明できる。 価数、電離度を理解し、酸と塩基の強弱を説明できる		
2nd Semeste r 4th 酸・塩基の反応 – 4:pH 5th 酸・塩基の反応 – 5:中域 6th 酸・塩基の反応 – 6:中域 7th 酸・塩基の反応 – 7 8th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 4th 12th 酸化・還元反応 – 5:金	 素イオン濃度	水	 素イオン濃度(i	こついて理解し、説明できる。	
2nd Semeste r 6th 酸・塩基の反応 – 6:中部 7th 酸・塩基の反応 – 7 8th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 12th 酸化・還元反応 – 5:金		рН		ーーーーーーーーーーーーーーーーーーーーーーーーーーーーーーーーーーーー	
2nd Semeste r 7th 酸・塩基の反応-7 8th 9th 酸化・還元反応-1:酸 0th 10th 酸化・還元反応-3:酸 11th 4th 12th 酸化・還元反応-5:金	 和反応と塩	中		て 理解できる。 塩の性質を理解し、説	
2nd Semeste r 7th 酸・塩基の反応-7 8th 酸化・還元反応-1:酸 9th 酸化・還元反応-2:酸・10th 酸化・還元反応-3:酸・11th 酸化・還元反応-4:酸・12th 酸化・還元反応-5:金)	 和滴定			 C理解し、説明できる。	
Semeste r 8th 酸化・還元反応 – 1:酸 9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 4th 12th 酸化・還元反応 – 5:金	ППРОДС			に関する基礎問題が解ける。 に関する基礎問題が解ける。	
9th 酸化・還元反応 – 2:酸 10th 酸化・還元反応 – 3:酸 11th 酸化・還元反応 – 4:酸 4th 12th 酸化・還元反応 – 5:金)				へ ハて理解し、説明できる。	
11th 酸化・還元反応 – 4:酸 4th 12th 酸化・還元反応 – 5:金		酸		TEMED、説明できる。 理解し、酸化・還元反応前後の変化を	
4th 12th 酸化・還元反応 – 5:金		代	表的な酸化剤、	還元剤の性質を理解し説明できる。	
				と理解し、説明できる。	
Quarter 13th				え応について理解できる。	
				Oいて説明できる。	
14th 酸化・還元反応 – 7:電	池			ついて理解し、説明できる。	
15th 酸化 · 還元反応 生物学1	. 、生物学2	ン.	酸化・還元に関する基礎問題が解ける。ライフサイエンスに関する内容について理解し、解説できる。		
16th 期末試験		後	期の内容に関す	する基礎問題を解き、説明できる。	
Evaluation Method and Weight (%)	,				

Subtotal	35	65	100
基礎的能力	35	65	100
専門的能力	0	0	0
分野横断的能力	0	0	0

А	kashi Co	ollege	Year	2024	2024		Physical Education II-1	
Course	Informa	tion						
Course Co		6213			Course Catego	ry Genera	I / Compulsory	
Class Forr		Skill			Credits	· -	Credit: 1	
Departme	ent	Electrical	and Computer	Enaineerina	Student Grade	2nd		
Term		First Sem	•	<u> </u>	Classes per We			
Textbook	and/or Materials				,	,		
Instructor	r	GOTOH T	akayuki,MAEDA	\ Tadanori				
Course	Objectiv	es						
Particip Can tal	pate in clas ke action t	sses to impr	oorts safely. Als	wn health and phy o, recognizes the s	sical strength. Al significance of co	so, have some llaborating and	level of self-discipline. I cooperating with the team and can	
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1		improve their physical strer	vely participate in classes to rove their health and sical strength. Have a high of self-discipline. Participate in classes to their health and strength. Have self-discipline.			Reluctant to participate in classes, or improve their own health and physical strength. Do not have a high level of self-discipline.	
Achievem	ent 2		sport practice are very com	cipate in various es and games, and petitive. Also have nce on games, etc		ractices and	Do not participate in various sport practices and games.	
Achievem	ent 3			ne role of a leader help increase	Understand and take on the role	d can play or e of a leader.	Do not understand the role of a leader. Also, never play that role.	
Assiane	d Depar	tment Ob	jectives					
	g Metho		-					
Outline		the habit Students content.	of playing spor will split into gı Students can ch	ts on a daily basis. oups and leaders v oose from: Softba	This class requir will take the lead ll, soccer, futsal,	es an active a to plan, reviev tennis, basket	oth of sports so that they can build nd proactive attitude to participate. w, and implement the course ball, volleyball, badminton, table ety, based on requests from	
Style		they shou	ıld learn the rul to develop moı	es and how to play e advanced techno	games, etc., an plogies and impro	d try to learn l ove teamwork	I to discover the fun of sports. First, pasic skills. In addition, they are through games and game-style nd welcoming class.	
Notice		them, poi Do not These are Use of Tardine but their If it is that class absence.	ints will be dedictive accessore also eligible for smartphones of ess will be excuattendance will discovered that will be marked	ucted from their gries, watches, or an ir grade deduction. r any other unrelai sed for the first 20 be marked as abs	ade. y other unneces: ted activities dur minutes. Studer ent. s early without beir grade for pre	sary items, as ing class are s nts can particip eing excused (vious classes v	ted clothing. If students fail to wear well as chewing gum during class. Subject to point deductions. State in the class after 20 minutes, ditching class), their attendance for will suffer a deduction equal to an ion.	
Charact	eristics o	of Class /	Division in L	earning				
☑ Active			☐ Aided by I		☑ Applicable t	o Remote Clas	☐ Instructor Professionally Experienced	
Course	Plan							
		1	heme			Goals		
			Guidance			Understand th course. Reack	ne purposes and objectives of this nowledge that warm-ups are safely exercise.	
		2nd V	olleyball, badm s determined f	futsal, tennis, bas inton, table tennis easible by teachers requests from stu	, other sports s while ensuring	Can do warm-	-up and practice, play games, and class, led by a leader.	
1st Semeste r	1st Quarter	3rd V	olleyball, badm s determined f	futsal, tennis, bas iinton, table tennis easible by teachers n requests from stu	, other sports s while ensuring	Can do warm- reflect on the	up and practice, play games, and class, led by a leader.	
		4th	olleyball, badm s determined f	futsal, tennis, bas iinton, table tennis easible by teachers n requests from stu	, other sports s while ensuring	Can do warm- reflect on the	-up and practice, play games, and class, led by a leader.	
		Falls V	olleyball, badm	futsal, tennis, bas iinton, table tennis easible by teachers	, other sports	Can do warm-up and practice, play games, and reflect on the class, led by a leader.		

		6th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requi	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.	
		7th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requi	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.	
		8th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.	
		9th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Split into teams in each	sport and select a leader.	
		10th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.	
	11th			table tennis, other sports by teachers while ensuring	Can do warm-up and practice, play games, and reflect on the class, led by a leader.		
	?nd Quarter	12th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.	
		13th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.	
		14th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.	
		15th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.	
		16th	No final exam				
Evaluatio	n Meth	od an	nd Weight (%)				
			Approach to a class	Practical skill	Leadership	Total	
Subtotal			75		10	100	
Basic Profic	iency		75	0	0	75	
Specialized	Proficien	су	0	0	0	0	
Cross Area	Proficien	су	0	15	10	25	
	Cross Area Proficiency						

A	kashi Co	llege	Year		2024			ourse Title	Physical Education II-2
Course 1	Informat	ion							
Course Co	ode	6214				Course Categor	У	General /	Compulsory
Class Forn	nat	Skill				Credits		School Cre	edit: 1
Departme	nt	Electrica	l and Compute	r Er	ngineering	Student Grade		2nd	
Term		Second :	Semester			Classes per We	ek	2	
Textbook Teaching									
Instructor		GOTOH	Takayuki,MAED	A -	Гadanori				
Course (Objective	es							
Particip Can tak	ate in clas	ses to imp	sports safely. A	owi Iso,	n health and phys recognizes the si	ical strength. Algoriticance of col	so, hav llabora	e some lev	vel of self-discipline. operating with the team and can
Rubric	•								
			Ideal Level			Standard Level			Unacceptable Level
Achievement 1			improve the	ir h eng	th. Have a high	Participate in cl their health and strength. Have self-discipline.	d physi	cal '	Reluctant to participate in classes, or improve their own health and physical strength. Do not have a high level of self-discipline.
Achievem	ent 2		sport practic	es npe	pate in various and games, and etitive. Also have se on games, etc.	Can actively pa various sport p games. And als for them.	ractice	s and	Do not participate in various sport practices and games.
Achievem	ent 3		Understand well, and ca teamwork.		role of a leader elp increase	Understand and take on the role	d can p	lay or eader.	Do not understand the role of a leader. Also, never play that role.
Assigne	d Depart	ment Ob	jectives						
Teachin	g Metho	 d							
Outline		the habi Students content.	t of playing spo s will split into o Students can o other sports as	rts gro cho	on a daily basis. ups and leaders wose from: Softball	This class requir ill take the lead , soccer, futsal,	es an a to plar tennis,	active and a n, review, a basketbal	of sports so that they can build proactive attitude to participate. and implement the course I, volleyball, badminton, table , based on requests from
Style		they sho	uld learn the ru	ıles ore	to actively particips and how to play advanced technology	games, etc., an	d try to	learn bas	discover the fun of sports. First, ic skills. In addition, they are bugh games and game-style welcoming class.
Notice		them, po • Do no These an • Use o • Tardin but their • If it is that class absence	pints will be dead to wear accessore also eligible for smartphones ness will be except attendance will discovered that so will be marked.	duction or cused at a	ted from their gra s, watches, or any grade deduction. any other unrelate ed for the first 20 e marked as abse student left class	de. other unnecessed activities duri minutes. Studer nt. early without b ir grade for prev	sary ite ng clas nts can eing ex vious c	ems, as well seems, a	clothing. If students fail to wear II as chewing gum during class. ect to point deductions. e in the class after 20 minutes, ching class), their attendance for suffer a deduction equal to an
Charact	eristics c		Division in			Will flot be eligi	DIC 101	Cvaluation	
☑ Active		n Class /	☐ Aided by			☑ Applicable to	o Remo	ote Class	☐ Instructor Professionally Experienced
Cource	Dlan								
Course I	riaii		Thoma			1	Coala		
		1st	Theme Guidance				course	. Reackno	ourposes and objectives of this wledge that warm-ups are ally exercise.
2nd V			volleyball, badı as determined	'nir fea	utsal, tennis, bask iton, table tennis, isible by teachers requests from stud	other sports while ensuring	Can do	warm-up	and practice, play games, and ss, led by a leader.
2nd Semeste Quarter			Softball, soccei volleyball, badi as determined	r, fi mir fea	utsal, tennis, bask iton, table tennis, isible by teachers requests from stud	etball, other sports while ensuring	Can do	warm-up on the cla	and practice, play games, and ss, led by a leader.
		4th	volleyball, badı as determined safety, based o	mir fea on r	utsal, tennis, bask iton, table tennis, isible by teachers requests from stud	other sports while ensuring dents.	Can do warm-up and practice, play games, an g reflect on the class, led by a leader.		
		5th	Softball, soccer volleyball, badi as determined safety, based o	r, fu min fea on r	utsal, tennis, bask iton, table tennis, isible by teachers requests from stud	etball, other sports while ensuring dents.	Can do warm-up and practice, play games, a reflect on the class, led by a leader.		

		6th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		7th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		8th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and p reflect on the class, led	ractice, play games, and by a leader.
		9th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Split into teams in each	sport and select a leader.
		10th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		11th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	4th Quarter	12th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		13th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e bv teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		14th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		15th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin		ractice, play games, and by a leader.
		16th	No final exam			
Evaluation	on Meth	od an	nd Weight (%)		•	
Lvalaati	J. 7 1 CC1		Approach to a class	Practical skill	Leadership	Total
Subtotal			75	15	10	100
Basic Profi	ciency		75	0	0	75
Specialized			0	0	0	0
Cross Area		-	0	15	10	25
		- '		•		-

A	kashi Co	ollege	Year	2024			urse	English II A-1	
Course 1						I	itle		
Course Co		6215			Course Catego	n/	General A	Compulsory	
Class Forr		Lecture			Credits		School C		
Departme			ıl and Computer E		Student Grade		2nd	20.0. 2	
Term		First Ser			Classes per We	-			
Textbook Teaching		New Ray English	ys English Commi Communication I	unication II Textbo I Workbook	ok / New Rays I	English C	Commun	ication II Study Note / New Rays	
Instructor	•	HERBER	T John C.						
Course (Objectiv	es							
use it app 2) To revi study guid 3) To revi school lea 4) To read	ropriately, ew the gradelines. ew senter rhing guidd sentence	ammar lead nce structur lelines. es, understa	rned at junior hig res learned in jun and text outlines,	h school, and learn ior high school and and extract necess	to use gramma learn to use se	ar rules a entence s n from E	appropria structure	igh school learning guidelines, and ately, according to the high school is appropriately, following the high exts.	
Rubric									
			Ideal Level		Standard Level	I		Unacceptable Level	
Achievem	ent 1		new vocabular	as well acquired ry following the arning guidelines n appropriately.	The student havocabulary folloschool learning uses them app	owing th gguidelir	e high nes and	The student has neither acquired new vocabulary following the high school learning guidelines nor used them appropriately.	
Achievem	ent 2		use grammar appropriately,	as well learned to rules according to the udy guidelines.	The student ha grammar rules according to the study guideline	approprine high s	iately,	The student has not learned to use grammar rules appropriately, according to the high school study guidelines.	
Achievement 3			use sentence s appropriately, school learning	following the high guidelines.	sentence structures appropriately, following the high			use sentence structures	
Achievement 4					outlines, and extract necessary		ecessary	The student can not read sentences, understand text outlines, or extract necessary information from English texts.	
Achievem	ent 5		English pronui accent rules so can speak clea		The student has acquired English pronunciation skills and accent rules so that the student can speak clearly and communicate to the listener.				
Assigne	d Denar	tment Ol					cerrer.	communicate to the listener.	
	g Metho		5,000,705						
reacriiri	g Metrio		n English learned	in junior high scho	ool this class is	to help s	tudente	understand the basic structure of	
Outline		Enalish s	sentences and ac	quire reading skills o perform word tes	: to help them a	acauirė t	he ability	v to listen and express simple	
Style		A hando	ut will be provide	re for the classes bed in the first week.	. Study the hand	dout and	l underst	tand it in detail.	
Notice		Quizzes Student	are used to incres who miss 1/4 or	ase student vocabur more of the class	ulary and develo es will not he el	op listeni ligible for	ng abilit r evaluat	y. ion.	
Characte	eristics (Division in Le			٠٠٠ د د د د			
☑ Active		<u> </u>	☐ Aided by I		☑ Applicable t	o Remot	e Class	☐ Instructor Professionally Experienced	
Course I	Dlan								
Course	riall		Theme			Goals			
			Course guidance						
		1st		s method, learning	method, etc.)	-		rse content and assignments.	
		2nd	Chapter 1 Part 1	/2		school, languag	understa je.	and the basic structure of English	
3rd		3rd	Chapter 1 Part 3	/4		school, languag	understa je.	ontent learned in junior high and the basic structure of English	
I Charter I		Review			Underst learned	tanding t	the weak points on the content		
r	(s. c.	5th	Chapter 2 Part 1	/2		Based of school, languag	on the co understa je.	ontent learned in junior high and the basic structure of English	
		6th	Chapter 2 Part 3	/4		Based of school, languag	understa	ontent learned in junior high and the basic structure of English	
		7th	Review			 	anding t	the weak points on the content	

		8th	Chapter 3 Pa	art 1/2		Learn	the vocabulary and gi	rammar rules set as		
		9th	Chapter 3 Pa	art 3/4		Learn the vocabulary and grammar rules set as lesson tasks.				
		10th	Chapter 4 Pa	art 1/2			the vocabulary and gi itasks.	rammar rules set as		
		11th	Chapter 4 Pa	art 3/4			the vocabulary and gi tasks.	rammar rules set as		
	2nd	12th	Review				standing the weak points	ints on the content		
	Quarter	13th	Chapter 5 Pa	art 1/2			Learn the vocabulary and grammar rules set as lesson tasks.			
		14th Chapter 5 Par		art 3/4		Learn the vocabulary and grammar rules set as lesson tasks.				
		15th	Review			Understanding the weak points on the content learned so far and preparing for the exam.				
		16th	Final exam			Test the student understanding of the content learned so far.				
Evaluati	ion Meth	od and	Weight (%))						
		Final E	xam	Quizzes	Assignments		Behavior/Active Learning	Total		
Subtotal		40		40	10		10	100		
Basic Prof	ficiency	ency 40		40	10		10	100		
Specialize Proficienc			0	0		0	0			
Cross Are Proficienc		0		0	0		0	0		

А	kashi Co	ollege	Year	2024		Course Title	English II A-2	
Course	Informa	tion	<u> </u>					
Course Co	ode	6216			Course Categor	y General	/ Compulsory	
Class Form	mat	Lecture			Credits	School C	Credit: 1	
Departme	ent	Electrical	and Computer E	Engineering	Student Grade	2nd		
Term		Second S	Semester		Classes per Wee	ek 2		
Textbook Teaching	Materials			unication II 教科書	/学習ノート/W(ORKBOOK		
Instructor		INOUE H	lidetoshi					
1)中学で 2)中学で 3)中学で	"既習の文権	東の定着を図 法に加え、高 議造に加え、	高等学校学習指導:	指導要領に準じた新領に準じた文法を習要領に準じた文法を習要領に準じた文構造 把握し必要な情報を、 英語の発音・アク	iを習得して適切にi	運用できる。		
Rubric								
			理想的な到達レ	バルの目安	標準的な到達レク	ベルの目安	未到達レベルの目安	
評価項目1			高等学校学習指 出語彙を十分に 用できる。	領要領に準じた新 習得して適切に運	高等学校学習指導 出語彙を習得して		高等学校学習指導要領に準じた新 出語彙を習得していない。	
評価項目2			高等学校学習指 法や文構造を十 に運用できる。	i導要領に準じた文 −分に習得して適切	高等学校学習指導 法や文構造を習得 。	- 享要領に準じた文 引して運用できる	高等学校学習指導要領に準じた文 法や文構造を習得していない。	
評価項目3			高等学校学習指 構造を十分に習 できる。	導要領に準じた文 得して適切に運用	高等学校学習指導 構造を習得して通 。	 事要領に準じた文 適切に運用できる	高等学校学習指導要領に準じた文 構造を習得していない。	
評価項目4			平易な英語で書 、その概要を十 情報を読み取る	けれた文章を読み 分に把握し必要な ことができる。	平易な英語で書か 、その概要を把握 読み取ることがで	量し必要な情報を	平易な英語で書かれた文章を読み 、その概要を把握できない。	
評価項目5				クセントの規則を 適切に運用できる	英語の発音・アク 習得して適切に選	フセントの規則を 重用できる。	英語の発音・アクセントの規則を 習得していない。	
Assigne	d Depar	tment Ob	jectives					
Teachin	g Metho	od .						
Outline		簡単な英	習事項をもとに英文 文を聞き取り、表現 トを適宜行い、語	文の基本構造を理解 現する力を身につけ 量力強化を図る。		つける。		
Style		毎回、教徒 授業終了	 科書、学習ノートの	の該当箇所を予習し で学習事項の定着を		すること。		
Notice		遅刻や欠り	常による小テストの	の未受験は0点の扱い				
		•		件(割合) 1/4以上の)欠課。			
<u>Charact</u>	eristics (of Class /	Division in Le	earning				
☐ Active	Learning		☐ Aided by I	CT	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
Course	Plan							
Course	lan		Theme			Goals		
			 授業ガイダンス (授業の進行方法	一 学習古注かど)		Goals 弱点の克服を目指す。		
		2nd	Lesson 6 Part 1/			レッスンの課題 を習得する。	として設定されている語彙・文法など	
		3rd	Lesson 6 Part 2/	3		レッスンの課題を習得する。	として設定されている語彙・文法など	
	3rd	4th	Lesson 6 Part 3/	4		レッスンの課題 を習得する。	として設定されている語彙・文法など	
	Quarter	5th	課末問題				として設定されている語彙・文法など	
2nd		6th	Lesson 7 Part 1/	2		レッスンの課題 & を習得する。	として設定されている語彙・文法など	
Semeste r		7th	Lesson 7 Part 2/	3		これまでの学習P 備える。	内容について弱点を把握し中間試験に	
		8th	中間試験			これまでの学習に	内容の理解力を試す。	
		9th	中間試験返却およ Lesson 7 Part 3	び解説		弱点の克服を目持	旨す。 	
		10th	Lesson 7 Part 4 課末問題			レッスンの課題 を習得する。	として設定されている語彙・文法など	
	4th Quarter		Lesson 8 Part 1/	2		レッスンの課題を習得する。	として設定されている語彙・文法など	
	1					レッスンの課題として設定されている語彙・文法など を習得する。		
		12th	Lesson 8 Part 2/	3			こして設定されている品集・文本なと	

		14th	課末問題			レッス を習得		されている語彙・文法など	
		15th	Lesson 9 Par	t 1/2		これまでの学習内容について弱点を把握し期末試験に 備える。			
	16th 期末試験					これま	での学習内容の理解力	った試す。	
Evaluat	ion Metho	od and	Weight (%)						
		定期試験	È	課題提出	小テスト		その他	Total	
Subtotal		50		30	20		0	100	
基礎的能力	基礎的能力 50			30	20		0	100	
専門的能力	専門的能力 0			0	0		0	0	
分野横断的	的能力	0		0	0		0	0	

Akashi College Course Information			Year	2024			ourse Title	English II B-1		
Course	Informat	ion					•			
Course Co	ode	6217				Course Categor	у	General /	Compulsory	
Class Forr	nat	Lecture				Credits		School Cr	edit: 1	
Departme	ent	Electrica	l and	d Computer Er	ngineering	Student Grade		2nd		
Term		First Ser	nest	er		Classes per We	ek	2		
Textbook Teaching		(1) 総合 英単語熟 Evergree	英語 語 Da en (EvergreenJum ataBase 4500 [参考書、教科書	np! Stage (いいず (桐原書店)、(4) N 書、Workbook、Ess	な書店) (2) 精選 ext Stage 英文》 sentials)	演習英 去・語法	文法・語法 法問題 4th	:問題800(いいずな書店)(3) 完成 edition (桐原書店)、(5) 総合英語	
Instructor	-	KITAGA	NA C	Chiho						
Course	Objective	es								
(2) Develo	op commu	nication sk	ills ir	n English by pi	n the first year, ar racticing oral com ocabulary correctly	munication usin	nowled g the g	ge. Irammatic	al elements.	
Rubric										
			Ideal Level			Standard Level			Unacceptable Level	
Achievem	Achievement 1			rganize the el rammar learne ear, and retair nowledge.	ed in the first	Organize the el grammar learn year, and retail knowledge.	ed in th		Organize the elements of grammar learned in the first year, and retain their knowledge.	
Achievem	Achievement 2			evelop comminglish by pracommunication lements of gra	using the	Develop comm English by prac communication elements of gra	ticing o using	oral the	Develop communication skills in English by practicing oral communication using the elements of grammar.	
Achievem	ent 3		gi	nderstand Engrammar, and sorrectly.		Understand Engrammar, and correctly.			Understand English syntax, grammar, and vocabulary correctly.	
Assigne	d Depart	ment Ob	ojec	tives						
	g Metho									
Outline		language	e, an	nd developing	ng the elements o communication sk glish proficiency.	f English gramn kills. With keepir	nar nec ng voca	essary for abulary bu	the practical use of the ilding also in mind, the class will	
Style There wil									at they have learned. Students nd practice them orally.	
Notice		students They mu	s' cla: ust co	r using mobile phones during class, forgetting to bring things to class, etc. will result in points fro classroom attitude grade being deducted. Students must pre-study for and review each lesson. complete and submit all the assignments on time. who miss 1/4 or more of classes will not be eligible for a passing grade.						
Charact	eristics o			Division in Learning						
☑ Active				☐ Aided by ICT ☐ Applicable to F			o Remo	ote Class	☐ Instructor Professionally Experienced	
Course	Plan									
			The	me			Goals			
		1st	Cou	rse outline			Understand how the classes will be taught an the assignments for the year.			
		2nd	Sent	tences, Verbs			Understand the cultures of English-speaking countries correctly.			
		3rd	Verv	/s, Tenses			lesson	tasks.	ulary and grammar rules set as	
	1st	4th	Auxi	iliary verbs			lesson	tasks.	ulary and grammar rules set as	
	Quarter	5th	Pass	sive voice			lesson	tasks.	ulary and grammar rules set as	
		6th	Infir	nitives			Learn lesson		ulary and grammar rules set as	
1st Semeste r				iew & Exercise aking countries	e on the cultures o	of English-	Unders countr	stand the ies correc	cultures of English-speaking tly.	
•		8th	Midt	erm exam			Reflect handle	t on the co	ontent learned so far, and can riately.	
9		9th	Geru	unds			Learn lesson		ulary and grammar rules set as	
1		10th	Part	icles			Learn lesson		ulary and grammar rules set as	
	2nd Quarter	11th	Com	nparison			Learn lesson		ulary and grammar rules set as	
		12th	Rela	itives				the vocab	ulary and grammar rules set as	
		13th	Subj	jective mood				the vocab	ulary and grammar rules set as	

		14th	Interrogatives			Learn the voc lesson tasks.	Learn the vocabulary and grammar rules set as lesson tasks.			
	15th		Q&A for the first	semester final ex	am	Resolve any questions content cover correctly.	Resolve any questions students may have on the content covered on the exam, and understand it correctly.			
		16th	Final exam	Final exam			Reflect on the content learned so far, and can handle it appropriately.			
Evaluati	on M	ethod and	Weight (%)							
		Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal		50	0	0	0	0	50	100		
Basic Proficiency	у	50	0	0	0	0	50	100		
Specialize Proficiency		0	0	0	0	0	0	0		
Cross Area		0	0	0	0	0	0	0		

P	Akashi Co	ollege	Year	2024		Course Title	English II B-2	
Course	Informa	tion						
Course C	ode	6218			Course Category	/ General	/ Compulsory	
Class For	mat	Lecture			Credits	School C	Credit: 1	
Departme	ent	Electrical	and Computer E	ngineering	Student Grade	2nd		
Term		Second Se			Classes per Wee			
Textbook Teaching	and/or Materials	英単語熟語	DataBase 4500	np! Stage (いいす) (桐原書店)、(4) N 書、Workbook、Es	lext Stage 英文法	演習英文法・語法 ・語法問題 4th	去問題800(いいずな書店)(3) 完成 edition (桐原書店)、(5) 総合英語	
Instructo	r	KITAGAW	A Chiho					
Course	Objectiv	'es						
(2) Devel	lop commi	ınication skill	s in English by p	n the first year, ar practicing oral com ocabulary correctl	munication using	owledge. I the grammati	cal elements.	
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	nent 1		Organize the e grammar learn year, and retai knowledge.	ed in the first	Organize the elegrammar learned year, and retain knowledge.	d in the first	Organize the elements of grammar learned in the first year, and retain their knowledge.	
Achievem	nent 2		Develop comm English by prac communication elements of gra	n using the	Develop commu English by pract communication elements of gra	icing oral using the	n Develop communication skills in English by practicing oral communication using the elements of grammar.	
Achievem	nent 3		Understand En grammar, and correctly.		Understand Eng grammar, and v correctly.		Understand English syntax, grammar, and vocabulary correctly.	
Assigne	ed Depar	tment Obj	ectives					
<u>Te</u> achir	ng Metho	od						
Outline		The cours language, help impro	e aims at retaini and developing ove students' En	ing the elements o communication sl glish proficiency.	of English gramm kills. With keeping	ar necessary fo g vocabulary b	or the practical use of the uilding also in mind, the class will	
Style		There will	be vocabulary t	ests. The class wil	l use two textboo eir understanding	oks to check wl of grammar, a	nat they have learned. Students and practice them orally.	
Notice		students' They mus	classroom attitu t complete and s	phones during clas de grade being de submit all the assi more of classes v	ducted. Students gnments on time	s must pre-stud	class, etc. will result in points from dy for and review each lesson.	
Charact	teristics		Division in Le			<u> </u>		
	Learning	J. J. W. J.	☐ Aided by IC		☐ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
-	DI							
Course	Plan	 						
		+	heme			Goals		
		1st O	rientation/Exerc	tise on the culture es AdverbsVerbs	s of English- ا	Jnderstand the countries corre	e cultures of English-speaking	
ı					T ₁	Learn the vocabulary and grammar rules set as		
		2nd Ir	nterrogatives an	d Interrogative se	literices	lesson tasks.		
		3rd N	legation, Direct/	Indirect Speech		Learn the vocabulary and grammar rules set as lesson tasks.		
	3rd Quarter	4th N	lominal Structure	es/Inanimate Subj	iect	Learn the vocabulary and grammar rules set as lesson tasks.		
	Quarter	5th Ir	nversion, Ellipsis	, Emphasis, Paren	lu lesis	esson tasks.	bulary and grammar rules set as	
			ronouns	h	I	esson tasks.	bulary and grammar rules set as	
2nd Semeste			xercise on the ci ountries	ultures of English-	speaking (ountries corre	e cultures of English-speaking ctly.	
r		8th R	eview		1	Review		
		9th P	ronounsNouns,	Articles		_earn the voca esson tasks.	bulary and grammar rules set as	
		10th A	djectives			esson tasks.	bulary and grammar rules set as	
	4th	11th A	dverbs		I	esson tasks.	bulary and grammar rules set as	
	Quarter	12th P	repositions		I	esson tasks.	bulary and grammar rules set as	
		13th C	onjunctions			Learn the vocabulary and grammar rules set as lesson tasks.		
							bulary and grammar rules set as	

		15th	Q&A for the seco	nd semester final	exam	Resolve any q content cover correctly.	Resolve any questions students may have on the content covered on the exam, and understand it correctly.			
		16th	Final exam			Reflect on the content learned so far, and can handle it appropriately.				
Evaluation	Meth	od and \	Weight (%)							
	Exa	amination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	50		0	0	0	0	50	100		
Basic Proficiency	50		0	0	0	0	50	100		
Specialized Proficiency	0		0	0	0	0	0	0		
Cross Area Proficiency	0		0	0	0	0	0	0		

А	.kashi Co	ollege	Year	2024		_	Course Title	Co+work I A	
Course	Informa	tion	1	1				ı	
Course Co		6219			Course Catego	ry	General	/ Compulsory	
Class Forr	mat	Seminar			Credits		School C	redit: 1	
Departme	ent	Electrical	and Computer	Engineering	Student Grade 2nd				
Term		First Sem	ester		Classes per Week 2				
Textbook Teaching		『Co+wo 教員が用意		引の記録』、Co+wor	·k学生ポータルサイ	イト、そ	その他、各:	チームの活動の内容に応じて適宜担当	
Instructor	-	All faculty	/						
Course	Objectiv	es							
協働に関す	「る到達目標	票:自己調整が 票:他者を尊重 票:課題等を発	ディアングラック かっぱい かいまま かいまま かいま かいま かいま かいま かいま かい はい まま でき かい とい とい とい とい とい とい とい とれ かい とい とれ かい とり かい とい とれ かい とれ ない とれ かい とれ	 ∆で作業ができる。 ≷ができる。					
Rubric									
			理想的な到達し	ノベルの目安	標準的な到達レ	ベルの目	目安	未到達レベルの目安	
自律に関す	- る到達目標	E.	た報告・連絡 を立て振り返る	メントや必要に応じ ・相談ができ、目標 ることができる。こ の判断と工夫を加 う動をとる。	タイムマネジメ た報告・連絡・ を立て振り返る れらのことをや	相談が ^っ ことが ^っ	でき、目標 できる。こ		
協働に関す	る到達目標	Б	他者の意見をし 者を受け入れて る。また、協働 とができる。こ	しっかりと聞き、他 つつ自己表現ができ 動作業に貢献するこ これらを自分なりの 加え最善と思う行動	他者の意見をして 者を受け入れついる。また、協働いる。また、協働いてきる。これできる。これできる。これでき時に行う。	つ自己記 作業に記	表現ができ 貢献するこ	他者を受け入れつつ自己表現を	
創造に関す	⁻ る到達目標	Ē	記録や収集した 踏まえ、新しい 案をすることが の及ぼす影響や 。そして、これ	た情報の意味づけをいものやしくみの提ができる。また提案や範囲を特定できる 1000年の100年の100年のできる。 100年の100年の100年のできる 100年のできなりの判 100年の意味がある。	新しいものやし ことができる。 影響や範囲を特 これらのことを ³ 。	また提覧	案の及ぼす る。また、	記録や収集した情報の意味づけを 踏まえ、新しくものやしくみの提 案をすることができない。また提 案の及ぼす影響や範囲を特定でき ない。また、新しい提案をする行 動が伴わない。	
Assigne	d Depar	tment Ob	•		•				
	g Metho		,						
Outline		。1人の教 交わりなる て行動しき 誰かを幸も	(員が1チームも ど) の中で、自律 チームワークカを	しくは2チームを担き、協働、創造の能力・ 発揮して、メンバー 会との関わりを持つ	当する。多様な環境 を養成することを と協働しながら創	竟(他学 目的と 浩的な	学科・他学達 する。受講 活動を行う	されたチームで行うPBL型授業である 年の学生との交わり、学外の人々との 注は、自らチーム内での役割を考え ことが求められる。活動テーマは、 合むもの、SDGs(持続可能な開発目	
Style		内の人間を 通じまで作品 一手一人の担 でも 一人の担 でも かったりを かったりを	関係を構築する。 その理解を深める 対する。第7週の〕 旦当教員や学生か をしながら計画的 で行いチーム活動	次にチームで、SDG 。それから話し合い 計画発表会・意見交持 らの助言を受ける。 りに、提案やプロトタ	is(持続可能な開発を通じて、SDGsの を通じて、SDGsの 換会にてチームの決助言を受け、適宜 イプの作成、実践 教員に提出する。	発目標) D目標に 舌動テー チーム 必要に	の17の目 こつながる: - マについ で計画の修 どを進める 応じて修正	介、アイスブレイクを通じてチーム 標の目標の細分化項目の調査や把握を チームの活動テーマを確定し、活動計 て、ブレゼンテーションを行い、他の にを行う。その後はチームで協力、 。毎週、授業の終わりにチームでふ を加えながら次回の目標を立てる。 う。	
Notice		(1)個/ (2)チー (3)成別 上記 (1)	しの取り組み 609 −ムの取り組み20 艮 20%(協働(!)は、ルーブリッ (3)は計画発	%(自律(40%)+ 0%(協働(50%)- 50%)+創造(50%	協働(40%)+創 +創造(50%)) う) 目己評価、相互評価 などによる評価と	造(20 5と教員)%)) jの評価をも	5とに、チームの担当教員が評価を行	
Charact	eristics o	of Class /	Division in L	earning					
☑ Active	Learning		☑ Aided by I	ICT	☑ Applicable t	o Rem	ote Class	☐ Instructor Professionally Experienced	
<u>C-</u>	DI-								
Course	rian 		Fl			<u> </u>			
			<u>Γheme</u> +μτ\= ≥			Goals			
		1st 1	受業ガイタンスを する諸注意、評価	ョン チームビルディンク ☑受け、全体スケジコ 証方法等を確認する。 合わせ、チームビルラ	」ール、活動に関 担当教員とチー	この授	経業の目的な	▷進め方を理解する	
1st Semeste r	1st Quarter	2nd	自で定めて記録す ってアイデアを出 夬定した活動目標	らよび活動内容の計画 する。チーム活動に向 さし議論をする。 ほに沿って、実施方法 なたし活動計画書にま]け、テーマに沿 i、役割分担、ス	自律、	協働、創造	造の能力を身に付ける	
		3rd	チーム活動の目標 アを出し議論をす 去、役割分担、ス	るよび活動内容の計画 要決定に向け、テーマ ける。決定した活動目 くケジュール等を決定 とは活動を開始する。	アに沿ってアイデ 目標に沿って、方	自律、	協働、創造	きの能力を身に付ける	

Subtotal	2	24		24	12	20		20	100
			プロセ 自律) 	個人評価(プロセ ス評価)(協働)	個人評価(プロセス評価)(創造)	物、幸働)	路台会)(協 	物、報告会)(創造)	Total
Evaluation						エー /	 ュ評価(成果	チーム評価(成果	
F I	- N4 ''	16th	•	検 実施せず - (0()					
		15th	前期の指針のは一般では、一般では、一般では、一般では、一般では、一般では、一般では、一般では	今後の活動計画を確認 津、協働、創造に関し 己および相互に記録す 録をもとにチーム担当 を受ける。) ここれまでのチーム活 窓する。各自のチーム活 して目標達成した点や ける。自己および相互 は教員より個別にフィ	省み 反省 の行	チームや自身る	の行動を客観的にふり	Oかえることができ
		14th	前期の指針では、自行を自己を自己を自己を自己を自己を自己を言う。	今後の活動計画を確認 聿、協働、創造に関し 己および相互に記録す) ここれまでのチーム活 思する。各自の行動を いて目標達成した点や ける。自己および相合 対象員より個別にフィ	省み 反省 の行	チームや自身る	の行動を客観的にふり)かえることができ
I I	uarter	13th	チーム流活動計画ルの遅る	画書に従ってチームで	で活動を行う。スケジ 等が明らかになった場 5。		自律、協働、	創造の能力を身に付い	ける
2	nd	12th	ルの遅め	画書に従ってチームで 延や実施方法の不備等	で活動を行う。スケジ 学が明らかになった場 う。中間報告会の準備	合、	自律、協働、	創造の能力を身に付い	ける
		11th	チーム流活動計画ルの遅る	画書に従ってチームで 近や実施方法の不備等	ご活動を行う。スケジ が明らかになった場 う。中間報告会の準備	合、	自律、協働、	創造の能力を身に付け	ける
		10th	チーム流活動計画ルの遅る	舌動 画書に従ってチームで 延や実施方法の不備等	で活動を行う。スケジ 計が明らかになった場 う。中間報告会の準備	合、	自律、協働、	創造の能力を身に付い	ける
		9th	ルの遅る	画書に従ってチームで	で活動を行う。スケジ 等が明らかになった場 う。	ユー 合、	自律、協働、	創造の能力を身に付い	 ける
		8th	計画発表	見直し・チーム活動 表会&意見交換会を踏 ナジュールの遅延やす に場合、活動計画の値	替まえ、計画の見直し 関応方法の不備等が明 変正・変更を行う。	を行 らか	自律、協働、	創造の能力を身に付い	ける
		7th	活動内容		チームの活動について 企聞き、意見交換を行		チームの活動 他のチームの ができる	を簡潔に伝えることだ 活動を共有し評価し、	ができる 意見を伝えること
		6th	チーム流活動計画	 舌動	で活動を行う。計画発		自律、協働、	創造の能力を身に付い	ける
		5th	チーム流アを出し	、議論をする。決定し	Pi容の計画 け、テーマに沿ってア した活動目標に沿って し等を決定し活動計画 はする。	、方	自律、協働、	創造の能力を身に付ん	ける
		4th	チーム活アを出し法、役割	票の決定および活動♪ 舌動の目標決定に向い J議論をする。決定し 削分担、スケジュール る。完成後は活動を身	t、テーマに沿ってア いた活動目標に沿って い等を決定し活動計画	イデ 、方 書に	自律、協働、	創造の能力を身に付い	ける

基礎的能力

専門的能力

分野横断的能力

А	kashi Co	ollege	Year	2024			ourse Title	Co+work I B	
	Informa			_l			riue		
Course Co		6220			Course Categor	rv	General /	Compulsory	
Class For		Seminar			Credits	. ,	School Cr	<u> </u>	
Departme			and Computer	Engineering	Student Grade		2nd		
Term	-		Semester		Classes per Week 2				
Textbook Teaching				d the required mate	erial will change according to the contents of the activity of each				
Instructor		All facult	v						
	Objectiv		7						
1) Self-re 2) Co-ope	liance: To	acquire ind	the ability to wo	lf-management ab rk in teams and re er and organize inf	spect the teamm	nates. ver and	l propose s	solutions to problems.	
Rubric			-1						
			Ideal Level		Standard Level			Unacceptable Level	
1 Self-reli	iance		Schedule mar reporting, cor planning goals teammates	ntact, consultation,	Individually abl management, contact, consul goals.	reportii	ng,	Not able to schedule management, reporting, contact, consultation, and planning goals	
2 Co-opei	ration skill	5	to express the	rent opinions, able e student personal ability to lead the onsensus.	Open to differe to express the opinion, and at attributed role	studen oility to	t personal play the	Not open to different opinions, not able to express the student personal opinion, and can't to play the attributed role in the team.	
3 Creative Skills			gather inform and summariz information, f	an voluntarily ation, organize ze this orm ideas and ideas to others.	The student ca gather informa and summarize information, ar ideas to others	tion, or e this nd expla	rganize	The student can't voluntarily gather information, can't organize and summarize this information, and can't explain those ideas to others.	
Assiane	d Depar	tment Ob			,				
	g Metho		<u>, </u>						
Outline		student of departments charge a someone will revis	can contribute to ents, different ac nd challenge the e other than the e their plan afte	o a team in a variet ge, and people fror emselves in creating team members. Ea r its presentation a	y of environmen n outside the scl g something or p ich team has to t a briefing sessi	nts (wo hool). E perform elabora ion and	rking with Each group n activities ate a plan I retrospec		
Style		group wi breaks a and disco toward a of self-re teacher i individua performa	ith multiple stude nd other activitie over a problem to a solution to the eliance, co-opera n charge of the al goals. The cou	ents. After each stues that will help to owork with, make problem. Through tion, and creativity team. Based on the rse rubric is used t	Ident introduces build relationship plans, divide ro working to solve . After the cour e course rubric co self-evaluation	thems ps with les ame this pr se star distribut n, mutu	selves to the in the groue ong the median the toblem the toblem the standard in classial evaluation	domly selected to compose a ne team, they will perform ice up. Later the team will discuss embers and work together e students will achieve the goals are that you can contact the seach student has to establish ion, and to evaluate the ent has to fill a retrospective shee	
Notice		evaluation the end of	on by the teacher of the term (2).	r in charge of the t	posed on the self-evaluation by students, mutual evaluation, a team (1), and multiple faculty members at the briefing session at swill not be eligible for evaluation.				
Charact	eristics	'	Division in Le		THE DE CHYDI	2 101 6	- aradion.		
☑ Active		or class y	☑ Aided by I		☑ Applicable to a positive for the	o Remo	ote Class	☐ Instructor Professionally Experienced	
Course	Dlan								
Course	rian 	[-	Theme			Goals			
		1st	Course overall g members of eac confirmation of c advice regarding evaluation meth	uidance, presentat h team, team build course schedule, re g the activities, exp od. Later team me acher in charge me m building.	ling guidance, estrictions and lanation of the mbers and the	To acc	quire Self-r ve Skills.	reliance, Co-operation and	
2nd Semeste r	3rd Quarter	2nd	Each student set goals. The team the activities. La goal, the group method, division	t the activity target will discuss ideas & ter according to th will work on the im of roles among th hich will be summa	and a theme to e team activity plementation e members		quire Self-r ve Skills.	reliance, Co-operation and	
	3rd		goals. The team the activities. La goal, the group method, division	set the activity targets, and self- am will discuss ideas and a theme to Later according to the team activity up will work on the implementation ision of roles among the members , which will be summarized in an			reliance, Co-operation and		

Cross Area Proficiency 24			24	12	20	20	0	100
Specialize Proficiency	/ 0		0	0	0	0	0	0
Basic Proficiency			0	0	0	0	0	0
Subtotal	24		24	12	20	20	0	100
	Se	dividual lf-reliance rocess)	Individual Co-operation (process)	Individual Creativity (process)	Team Co- operation (process)	Team Creativity (process)	Other	Total
Evaluati			Veight (%)	I	T_		T	
		16th	No end-term Exam	1				
		15th	Retrospective mee The group will disc briefing session an The students will e mutually their achi regarding self-relia creativity.	cuss the results for d review the tea evaluate individual eved points and	rom the m action plan. ally and goals,	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		14th	Retrospective mee The group will disc briefing session an The students will e mutually their achi regarding self-relia creativity.	cuss the results for d review the tea evaluate individual eved points and	rom the m action plan. ally and goals,	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
			Briefing session: R and listen to report			To acquire Self-re Creative Skills.	eliance, Co-opera	ntion and
	4th Quarter	12th	Team activities: W plan. The action pl according to sched of the implementathe briefing session	an may be moditule delay, the indition method, etc	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		11th	Team activities: W plan. The action pl according to sched of the implementathe briefing session	an may be modit lule delay, the ind tion method, etc	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		10th	Team activities: W plan. The action pl according to sched of the implemental the briefing session	an may be modit lule delay, the ind tion method, etc	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		9th	Team activities: W plan. The action pl according to sched of the implementathe briefing session	an may be moditule delay, the indition method, etc	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		8th	No mid-term Exam	1				
		7th	Team activities: W plan.	ork according to	the action	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		6th	Team activities: W plan. The action pl according to sched of the implemental	an may be moditule delay, the in-	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		5th	Setting targets and action plan. Accord the team, the group with them. The group with decide the method role sharing, schedule.	ling to the theme ip will draw ideas vill establish the to achieve it, de	e and goals of s and discuss activity goal, ecide members'	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		4th	Each student set the goals. The team we the activities. Later goal, the group will method, division or and schedule, which action plan.	ill discuss ideas a r according to the Il work on the im f roles among the	and a theme to e team activity plementation e members	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and

Δ	kashi C	ollege	Year	2024		Course Title	ICT Qualification I		
Course	Informa	tion	•			•			
Course Co	ode	6221			Course Category	General	/ Elective		
Class For	mat	その他			Credits	School (Credit: 1		
Departme	ent	Electrica	l and Computer	Engineering	Student Grade	2nd			
Term		Year-rou	ınd		Classes per Wee	k 1			
Textbook Teaching	and/or Materials	Nothing				·			
Instructo	r	TAKEUC	HI Masahiro						
Course	Objectiv	'es							
The goal following IT Passpo	qualifying	certification examinatio	n exams of exter ons is eligible for	nal organizations credit.Evaluatior	s related to informati n will be on a pass/fa	on processing ail basis and w	s.Successful completion of the vill not be based on scores.		
Rubric			Id	eal Level		Unaccei	otable Level		
Achievem	nent 1			ear Level ass the IT Passpo	ort exam		s the IT Passport exam.		
		tment Ob		11 1 43390	Conditti	I voc pas	5 and 11 i doopoit chailli		
			njectives						
reachin	ig Metho		h 61 : :			11.1			
Outline		As a resi	uit of learning in according to the	tne field of infor results of qualific	mation engineering,	this course is sponsored by	positioned as a course that grants external organizations.		
Style		This is a following	n independent s WEB sites for f	tudy for the cert	ification examination	•	ires are given.Pay attention to the		
Notice		A certific designat	cate or other pro	of of acceptance e winter break.If	is required to receiv	ve credit.Appli le to submit p	cations must be submitted by the roof within this time frame, the		
Charact	eristics		Division in L						
	Learning		☐ Aided by			to Remote Class			
Course	Plan								
			Theme			Goals			
		1st	Independent stu	ıdy	C	Goals of each			
		2nd	Same as above		9	Same as above	e		
		3rd	Same as above		9	Same as above	e		
	1st	4th	Same as above			Same as above			
	Quarter	5th	Same as above		9	Same as above	е		
		6th	Same as above		9	Same as above	e		
		7th	Same as above		9	Same as above			
1st Semeste		8th	Same as above		9	Same as above			
r		9th	Same as above		S	Same as above			
		10th	Same as above		9	Same as above			
		11th	Same as above		S	Same as above			
	2nd	12th	Same as above		9	Same as above			
	Quarter	13th	Same as above		9	Same as above			
		14th	Same as above		9	Same as above	9		
		15th	Same as above		9	Same as above	9		
		16th	Same as above		S	Same as above	e		
		1st	Same as above		S	Same as above	e		
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		3rd	Same as above		9	Same as above	e		
	3rd	4th	Same as above		9	Same as above	e		
	Quarter	5th	Same as above		9	Same as above			
		6th	Same as above		9	Same as above			
		7th	Same as above		S	Same as above	e		
2nd		8th	Same as above		S	Same as above	e		
r	Semeste	9th	Same as above		S	Same as above	2		
		10th	Same as above		S	Same as above	2		
		11th	Same as above		S	Same as above	e		
	4th	12th	Same as above		S	Same as above			
	Quarter	13th	Same as above		9	Same as above			
Q			Same as above			Same as above			
		15th	Same as above			Same as above			

Evaluation M	Evaluation Method and Weight (%)										
	Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total				
Subtotal	0	0	0	0	0	100	100				
Basic Proficiency	0	0	0	0	0	100	100				

A	Akashi Co	ollege	Year	202	 24		Course Title	Mathematics Certification I			
Course	Informa	tion					,	-			
Course C		6222				y General	/ Elective				
Class For	mat	その他				Credits	School	Credit: 1			
Departme	ent	Electrical	and Computer	· Engine	eering	Student Grade	2nd				
Term		Year-rou	nd			Classes per Wee	ek 1				
Textbook Teaching	and/or Materials	None									
Instructo		OMODA \	<u>Yasuhiro</u>								
he goal is If you pa Practical	ss any of t Mathemati	qualifying e he following ics Proficiend	examination by qualifications, cy Test: Level 2 case of passing	you wi 2	ernal organiza ill be eligible f	ation with conten for credit recogni	t related to mation.	athematics.			
Rubric											
			Ideal Level			Standard Level		Unacceptable Level			
Achievem	nent 1		Practical Mat Proficiency T			Practical Mather Proficiency Test		Practical Mathematics Proficiency Test: Fail to pass			
Acciana	nd Donar	tmont Oh						Level 2.			
	•	tment Ob	jectives								
<u>ı eachır</u>	ng Metho		.i£1 : :	- H - C	-14 -7 ''			Control of the Contro			
Outline		the result designate by the Ed	ts of qualification ed external qua ducational Affai	on exar alification irs Sect	minations spo on exams and ion of the Stu	onsored by extern I complete the prudent Affairs Divis	nal organization escribed procession, you will b	ject that gives credits according to ns. If you pass one of the edures by the deadline designated be awarded one credit.			
Style			•			and no lectures					
Notice		examinat proof is r Absence	tions taken in tl not submitted v conditions (per	he first within tl rcentag	and second y his period. St ge) that are no	en in the 1st and years are require rictly observe the ot considered for	d for credit tra e deadline.	r certificates of passing the insfer. Credits will not be granted if andition			
Charact	teristics	of Class /	Division in L	<u>_earni</u>	ng	1					
□ Active	Learning		☐ Aided by	ICT		☐ Applicable to	Remote Class	Instructor Professionally Experienced			
Course	Plan										
			Theme				Goals				
		1st	Self-directed learning				Voluntary stud ectures)	y for qualification exams (no			
		2nd	same as above				same as above				
		h + +	same as above		9	same as above					
	1st		same as above				same as above				
	Quarter	5th	same as above			2	same as above				
		6th	same as above			!	same as above				
1.c+		7th	same as above			9	same as above				
1st Semeste		†	same as above			!	same as above				
r		9th	same as above				same as above				
			same as above			!	same as above				
		h + + + + + + + + + + + + + + + + + + +	same as above			!	same as above				
	2nd		same as above				same as above				
	Quarter		same as above				same as above				
		—	same as above				same as above				
			same as above				same as above	2			
			No final exam Self-directed le	arning				y for qualification exams (no			
		H . H	same as above				ectures) same as above	<u> </u>			
			same as above				same as above				
	3rd		same as above				same as above				
	Quarter		same as above				_				
2nd	Semeste		same as above				same as above same as above				
Semeste			same as above				same as above				
r			same as above				same as above				
			same as above				same as above				
	1						same as above				
			same as above			same as above					
	4th		same as above				_	2			
	4th Quarter	11th					_				

	14th	same as above		same as above				
	15th	same as above		same as above				
	16th	No final exam						
Evaluation Method and Weight (%)								
		Examination	Other		Total			
Subtotal		0	100		100			
Basic Proficiency	ic Proficiency 0		100		100			
Specialized Profici	pecialized Proficiency 0		0		0			
Cross Area Profici	ency	0	0		0			

Course Code Conne Code Conne Code Conne Code Conne Code Conne Code Conne Code Code Code Code Code Code Code Code	А	kashi Co	ollege	Year	2024			ourse Title	Electric Circuits II A	
Course Code Class Format Lecture Credits Academic Credit: 2 Department Electrical and Computer Engineering First Semester Totatook and/or Teaching Materials Instructor CALIMURA Yoshihiro Course Objectivos Evolution point 1: Understand and can explain the relationship between voltage and current in resistance, colls, and capacitor elements, and can use in in the calculation of an electrical circuit. Evolution point 2: Understand and can explain the relationship between voltage and current in resistance, colls, and capacitor elements, and can use in in the calculation of an electrical circuit. Evolution point 3: Understand and can explain the instantaneous values, phaser, and complex number expressions, and can explain the principle and method of measuring effective power, reactive power, and power factor, and calculate them. Achievement 1 Achievement 2 Understand the relationship between voltage and current in resistance, colls, and capacitor elements, and can use in in the electrical circuit. Achievement 2 Understand the relationship between voltage inter current; in three-phase AC. Rubric Understand the relationship between voltage intervents, colls, and capacitor elements, and can use in the instantaneous values, phaser, and complex number of elements, and can use in the instantaneous values, phaser, and complex number of elements, and can use in the instantaneous values, phaser, and complex number of elements, and can use in the instantaneous values, phaser, and complex number in the applied calculation of a sine wave AC circuit. Can explain the principle and collections of voltages, circuits, etc. Can perform applied calculation of a sine wave AC circuit. Can perform applied calculation of a sine wave AC circuit. Can perform applied calculation of a sine wave AC circuit. Can perform applied calculation of a sine wave AC circuit. Can perform applied calculation of a sine wave AC circuit. Can perform applied calculation of a sine wave AC circuit. Can perform applied calculation of a sine	Course :	Informat	tion				<u> </u>	Ticic		
Department Electrical and Computer Engineering Student Grade 2nd						Course Categor	ry	Specializ	ed / Compulsory	
Term First Semester Classes per Week 2 Textbook and/or T	Class Forr	nat	Lecture			Credits		Academi	c Credit: 2	
Textbook and/or teaching Materials Instructor KAIMURA Yoshihiro Course Objectives Evaluation point 1: Understand and can explain the relationship between voltage and current in resistance, coils, and capacitor elements, and can use it in the calculation of an electrical circuit. Evaluation point 2: Understand and can explain the instantaneous values, phaser, and complex number expressions, and can use the calculation of an electrical circuit. Evaluation point 3: Can oxplain the principles and method of measuring effective power, reactive power, and power factor, and calculate them. Robric Ideal Level Ideal Level Ideal Level Inderstand the relationship between voltage, and cancellate circuit voltages, currents, etc. Particulation point 3: Can explain the principle and currents (phase voltage, line voltage), line current) in three-phase AC. Robric Robric Ideal Level Ideal Level Inderstand the relationship between voltage and currents (phase voltage, line voltage). In our understand the relationship between voltage and currents (phase voltage, line voltage). In our understand the relationship between voltage and currents of the philosophic point of the philosophic point of the philosophic point of the philosophic point of the papiled calculation of an use it in the applied calculation of an an use it in the applied calculation of an an use it in the applied calculation of an an use it in the applied calculation of an an use it in the applied calculation of an an use it in the applied calculation of an an use it in the applied calculation of an an use it in the calculation of an explain the manner of a sine wave Ac circuit. Achievement 3 Achievement 3 Achievement 3 Can perform applied Departme	nt	Electrica	l and Computer	Engineering	Student Grade		2nd			
Teaching Materials Instructor Course Objectives Evaluation point: 1: Understand and can explain the relationship between voltage and current in resistance, coils, and capacitor elements, and can use it in the calculation of a sine wave AC current. Evaluation point: 2: Understand and can explain the relationship between voltage and current in resistance, coils, and capacitor elements, and can use it in the calculation of a sine wave AC current. Evaluation point: 4: Can explain how mutual inductance circuits work, and calculate treating, in evaluate, phase of Scan explain how mutual inductance circuits work, and calculate treating, in evaluate, phase of Scan explain and calculate treating objects and currents in the explaint point of the principle and currents in elements, and can use it in the instantaneous values, phaser, and can use it in the elements, and can use it in the instantaneous values, phaser, and can use it in the elements, and can use it in the elements, and can explain the instantaneous values, phaser, and complex mumber expressions, and can use it in the elements, and can use it in the elements, and can use it in the elements, and can use it in the instantaneous values, phaser, and complex mumber expressions, and can use it in the elements and complex mumber expressions, and can use it in the elements and complex mumber expressions, and can use it in the elements and complex mumber expressions, and can use it in the elements and complex mumber expressions, and can explain the instantaneous values, phaser, and complex mumber expressions, and can use it in the elements and complex mumber expressions, and complex mumber	Term		First Ser	nester		Classes per We	eek	2		
Evaluation point 1: Understand and can explain the relationship between voltage and current in resistance, coils, and capacitor sevaluation point 2: Understand and can explain the instantaneous values, phaser, and complex number expressions, and can use them in the calculation of a sine wave AC circuit. **Sement 1										
Evaluation point 1: Understand and can explain the relationship between voltage and current in resistance, coils, and capacitor elements, and can use it in the calculation of an electrical crizin; Evaluation point 2: Understand and can explain the instantaneous values, phaser, and complex number expressions, and can use the calculation point 3: Can explain the principle and method of measuring effective power, reactive power, and power factor, and resultation point 3: Can explain how mutual inductance circuits work, and calculate circuit voltages, currents, exclusion point 4: Can explain and calculate voltages and current to relationship between voltage and current voltage and current voltages and current voltages.	Instructor		KAJIMUF	RA Yoshihiro						
Achievement 1 Standard Level Understand the relationship Understand conjunction Understand and can use it in the applied acticulation of an electrical circuit. Understand and can explain the instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them expressions, and can use them expressions, and can use them of the instantaneous values, phaser, and complex number expressions, and can use them expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them expressions, an	Evaluation elements, Evaluation them in the Evaluation calculate to Evaluation Evaluation	n point 1: I and can un point 2: In point 2: In point 3: In point 3: In point 4: In point	Understanduse it in the Understandion of a sin Can explair	calculation of a l and can explair e wave AC circu the principle ar how mutual ind	n electrical circuit. n the instantaneous it. nd method of measi ductance circuits wo	values, phaser, uring effective p	and coower, i	omplex nu reactive p it voltages	umber expressions, and can use ower, and power factor, and	
Understand the relationship between voltage and current in resistance, coils, and capacitor elements, and can use it mit has a complex number expressions, and can activate in instance of coils, and capacitor elements, and can use it in the applied calculation of an electrical circuit. **Description** **Description**: Achievement 2** **Description**: Achievement 2** **Description**: Achievement 2** **Description**: Achievement 2** **Description**: Achievement 3** **Can explain the principle and method of measuring effective power, reactive power, and power factor, and solve problems.** **Can explain the principle and method of measuring effective power, reactive power, and power factor, and solve problems.** **Can explain the principle and method of measuring effective power, reactive power, and power factor.** **Can perform applied calculations of voltages, currents, etc. in mutual inductance circuits, etc. **Can perform applied calculations of voltages, and currents (phase voltages, line current) in three-phase Ac.** **Can calculate voltages, and currents (phase voltages in adult inductance directive), etc. and currents, etc. in mutual inductance directive, etc. and currents, etc. in mutual inductance directive, etc. and currents, etc. in mutual inductance directive, etc. and currents, etc. in mutual inductance directives, etc. a	Rubric					1				
Achievement 1 between voltage and curreit in resistance, coils, and capacitor elements, and can use it in the applied calculation of an electrical circuit. Judierstand and can explain the instantaneous values, phaser, and complex number expressions, and can use the instantaneous values, phaser, and complex number expressions, and can use the instantaneous values, phaser, and complex number expressions, and can use them instantaneous values, phaser, and complex number expressions, and can use them sine wave AC circuit. Can explain the principle and method of measuring effective power, reactive power, active power, and solve problems. Can explain the principle and method of measuring effective power, problems. Can perform applied calculations of voltages, currents, etc. in mutual inductance circuits, etc. Can perform applied calculations of voltages and currents (phase voltages, activerents, etc. in mutual inductance circuits, etc. Can perform applied calculations of voltages and currents (phase voltages, line voltage, line current) in three-phase AC. Can perform applied calculations of voltages, and currents (phase voltage, line voltage, line voltage, line current) in three-phase AC. Can perform applied calculations of voltages and currents (phase voltage, line voltage, unrent, and impedance in the AC circuit theory, which is the basis of electrical and electronic voltage, line voltage, unrent, and impedance in the AC circuit theory, which is the basis of electrical voltages and currents (phase voltage, line voltage, current, and impedance in the AC circuit theory, which is the basis of electrical and electronic voltages and currents (phase voltage, line voltage, current, and impedance in the AC circuit theory, which is the basis of electrical and electronic voltages and currents (phase voltage, line voltage, current, and impedance in the AC circuit theory, which is the basis of electrical volt				Ideal Level		Standard Level			Unacceptable Level	
Achievement 2 Achievement 2 Achievement 2 Achievement 2 Achievement 3 Achievement 4 Achievement 3 Achievement 3 Achievement 4 Achievement 3 Achievement 4 Achievement 3 Achievement 4 Achievement 4 Achievement 4 Achievement 4 Achievement 4 Achievement 4 Achievement 5 Achievement 4 Achievement 5 Achievement 4 Achievement 4 Achievement 4 Achiev	Achievem	ent 1		between volta resistance, co elements, and applied calcul	age and current in oils, and capacitor d can use it in the ation of an	between voltage resistance, coil elements, and calculation of a	ge and s, and can us	current in capacitor e it in the	relationship between voltage and current in resistance, coils, and capacitor elements, and cannot use it in the calculation	
Achievement 3 big method of measuring effective power, reactive power, and power factor, and solve problems. Can perform applied acclarations of voltages, currents, etc. in mutual inductance circuits, etc. Can perform applied acclarations of voltages, currents, etc. in mutual inductance circuits, etc. Can perform applied acclarations of voltages, currents, etc. in mutual inductance circuits, etc. Can perform applied acclarations of voltages, currents, etc. in mutual inductance circuits, etc. Can perform applied acclarations of voltages, and currents (phase voltage, line voltage), line voltage, line voltage, line current) in three phase AC. Assigned Department Objectives Teaching Method The goals of this course are to be able to explain the meaning and application of physical quantities such as voltage, current, and impedance in the AC circuit theory, which is the basis of electrical and electronic engineering, and be able to calculate them. The class also involves practice problem exercises, etc. to help students learn them. Style Explanations will be given in line with the textbook. The class will be carried out using slides and worksheet There will regularly be report assignments of problem exercises. This course's content will amount to 180 hours of study in total. These hours include learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignment reports. The overall evaluation will be based 80% on periodic exams, and 20% on report assignments who miss 1/3 or more of classes will not be eligible for a passing grade. Characteristics of Class / Division in Learning Active Learning Active Learning Active Learning Interports will be mostly made up of the questions at the end of each chapter. The minimum score for a pass will be 60%. Students who miss 1/3 or more of classes will not be eligible for a passing grade. Course Plan Them Goals Active Learning Active Learning Active Learning Active Learning Active Learning Active Learning A	Achievement 2			instantaneous and complex expressions, in the applied	s values, phaser, number and can use them I calculation of a	instantaneous nand complex na expressions, ar in the calculation	values, umber nd can	phaser, use them	values, phaser, and complex number expressions, and cannot use them in the calculation of a sine wave AC	
Calculations of voltages, currents, etc. in mutual inductance circuits, etc. in mutual inductance circuits, etc. Can perform applied calculations of voltages and currents (phase voltage, line voltage, line voltage, line voltage, line voltage, line voltage, line current) in three-phase AC. Assigned Department Objectives Teaching Method	Achievem	Achievement 3			method of measuring effective power, reactive power, and power factor, and solve		suring	effective	Cannot explain the principle and method of measuring effective power, reactive power, and power factor.	
Calculations of Voltages, and currents (phase voltage, line voltage, line voltage, line currents) in three phase AC. Assigned Department Objectives				calculations o currents, etc.	f voltages, in mutual	currents, etc. ii	n mutu	ıál	currents, etc. in mutual	
Assigned Department Objectives Teaching Method Outline The goals of this course are to be able to explain the meaning and application of physical quantities such as voltage, current, and impedance in the AC circuit theory, which is the basis of electrical and electronic engineering, and be able to calculate them. The class also involves practice problem exercises, etc. to help students learn them. Style Explanations will be given in line with the textbook. The class will be carried out using slides and worksheet There will regularly be report assignments of problem exercises. This course's content will amount to 180 hours of study in total. These hours include learning time guaranteed in classes and the standard self-study time required for pre-study review, and completing assignment reports. The overall evaluation will be based 80% on periodic exams, and 20% on report assignment reports. The overall evaluation will be based 80% on periodic exams, and 20% on report assignments including worksheets done during class. The reports will be mostly made up of the questions at the end of each chapter. The minimum score for a pass will be 60%. Characteristics of Class / Division in Learning Active Learning Active Learning Theme Goals Ist Electrical mathematics exercise I Can calculate derivative and complex numbers. 2nd Electrical mathematics exercise II Can calculate integrals. Understand sine wave AC and calculate mean values. Sthe Resistive circuits Can find the current in a resistive circuit. 6th Inductance circuit Can find the current in a inductance circuit.				calculations o currents (pha voltage, line o	calculations of voltages and currents (phase voltage, line voltage, line current) in three-		e volta	ge, line	voltage, line current) in three-	
Teaching Method Outline The goals of this course are to be able to explain the meaning and application of physical quantities such as voltage, current, and impedance in the AC circuit theory, which is the basis of electrical and electronic engineering, and be able to calculate them. The class also involves practice problem exercises, etc. to help students learn them. Style Explanations will be given in line with the textbook. The class will be carried out using slides and worksheet There will regularly be report assignments of problem exercises. This course's content will amount to 180 hours of study in total. These hours include learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignment reports. The overall evaluation will be based 80% on periodic exams, and 20% on report assignments including worksheets done during class. The reports will be mostly made up of the questions at the end of each chapter. The minimum score for a pass will be 60%. Students who miss 1/3 or more of classes will not be eligible for a passing grade. Characteristics of Class / Division in Learning Active Learning Active Learning Theme Goals Theme Goals Instructor Professionally Experienced Theme Goals Ist Electrical mathematics exercise I Can calculate derivative and complex numbers. In Can calculate integrals. Sine wave AC, mean values Understand sine wave AC and calculate mean values. Sth Resistive circuits Can find the current in a resistive circuit.	Assiane	d Depart	tment Ob			•			-	
Outline The goals of this course are to be able to explain the meaning and application of physical quantities such as voltage, current, and impedance in the AC circuit theory, which is the basis of electrical and electronic engineering, and be able to calculate them. The class also involves practice problem exercises, etc. to help students learn them. Style Explanations will be given in line with the textbook. The class will be carried out using slides and worksheet There will regularly be report assignments of problem exercises. This course's content will amount to 180 hours of study in total. These hours include learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignment reports. The overall evaluation will be based 80% on periodic exams, and 20% on report assignments including worksheets done during class. The reports will be mostly made up of the questions at the end of each chapter. The minimum score for a pass will be 60%. Students who miss 1/3 or more of classes will not be eligible for a passing grade. Characteristics of Class / Division in Learning Active Learning Active Learning Theme Goals Ist Electrical mathematics exercise I And Electrical mathematics exercise I Can calculate derivative and complex numbers. Ist Quarter Can calculate integrals. Junderstand sine wave AC and calculate mean values. Sth Resistive circuits Can calculate RMS values. Can calculate RMS values. Can calculate RMS values.				,						
There will regularly be report assignments of problem exercises. This course's content will amount to 180 hours of study in total. These hours include learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignments including worksheets done during class. The reports will be mostly made up of the questions a the end of each chapter. The minimum score for a pass will be 60%. Students who miss 1/3 or more of classes will not be eligible for a passing grade. Characteristics of Class / Division in Learning Active Learning Active Learning Active Learning Applicable to Remote Class Theme Goals Ist Electrical mathematics exercise I Can calculate derivative and complex numbers. Can calculate integrals. 3rd Sine wave AC, mean values Can calculate RMS values. Can calculate RMS values. Can find the current in a resistive circuit. Can find the current in a inductance circuit.		9 1 100.10	The goal voltage, engineer	current, and impling, and be able	nedance in the AC o	circuit theory, w	hich is	the basis	of electrical and electronic	
Notice This course's content will amount to 180 hours of study in total. These hours include learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignment reports. The overall evaluation will be based 80% on periodic exams, and 20% on report assignments including worksheets done during class. The reports will be mostly made up of the questions at the end of each chapter. The minimum score for a pass will be 60%. Students who miss 1/3 or more of classes will not be eligible for a passing grade. Characteristics of Class / Division in Learning Active Learning Active Learning Active Learning Theme Goals Ist Electrical mathematics exercise I Can calculate derivative and complex numbers. 2nd Electrical mathematics exercise II Can calculate integrals. 3rd Sine wave AC, mean values Understand sine wave AC and calculate mean values. Sth Resistive circuits Can find the current in a resistive circuit. Can find the current in a inductance circuit.	Style		Explanat There w	ions will be give	n in line with the te	extbook. The class of problem exerc	ss will	be carried	out using slides and worksheets.	
Active Learning Aided by ICT Applicable to Remote Class Instructor Professionally Experienced Instructor Professionally Experienced Applicable to Remote Class Instructor Professionally Experienced Instructor Professionally Experienced Applicable to Remote Class Instructor Professionally Experienced Instructor Professio	Notice		guarante assignmente assignmente the end	eed in classes an ent reports. The ents including w of each chapter.	d the standard self overall evaluation orksheets done dur The minimum scor	-study time reque will be based 80 ing class. The re e for a pass will	uired fo 1% on p eports 1 be 60	or pre-stud periodic ex will be mo %.	dy / review, and completing kams, and 20% on report ostly made up of the questions at	
Active Learning Aided by ICT Applicable to Remote Class Instructor Professionally Experienced Instructor Professionally Experienced Applicable to Remote Class Instructor Professionally Experienced Instructor Professionally Experienced Applicable to Remote Class Instructor Professionally Experienced Instructor Professio	Charact	eristics o	of Class /	Division in L	earning					
Theme Soals Ist Electrical mathematics exercise I Can calculate derivative and complex numbers. 2nd Electrical mathematics exercise II Can calculate integrals. Understand sine wave AC and calculate mean values. Sine wave AC, mean values 4th RMS values Can calculate RMS values. 5th Resistive circuits Can find the current in a resistive circuit. 6th Inductance circuit Can find the current in a inductance circuit.			,		<u>-</u>	☑ Applicable to	o Rem	ote Class	☐ Instructor Professionally Experienced	
Theme Soals Ist Electrical mathematics exercise I Can calculate derivative and complex numbers. 2nd Electrical mathematics exercise II Can calculate integrals. Understand sine wave AC and calculate mean values. Sine wave AC, mean values 4th RMS values Can calculate RMS values. 5th Resistive circuits Can find the current in a resistive circuit. 6th Inductance circuit Can find the current in a inductance circuit.										
1st Semeste r 1st Quarter r 1st Resistive circuits	Course	Plan					,			
1st Semeste r 2nd Electrical mathematics exercise II Can calculate integrals. Understand sine wave AC and calculate mean values. 4th RMS values Can calculate RMS values. 5th Resistive circuits Can find the current in a resistive circuit. 6th Inductance circuit Can find the current in a inductance circuit.				Theme			Goals			
1st Semeste r 1st Quarter r 2 3rd Sine wave AC, mean values 2 4th RMS values 4 Can calculate RMS values. 4 Can calculate RMS values. 5 Can find the current in a resistive circuit. 6 Can find the current in a inductance circuit.			1st	Electrical mathe	matics exercise I		Can ca	alculate de	erivative and complex numbers.	
1st Semeste r 1st Quarter 1st Ghard Parish Resistive circuits 1st Re		2nd	Electrical mathe	matics exercise II		Can ca	alculate in	tegrals.		
Semeste r 1st Quarter r 4th RMS values Can calculate RMS values. 5th Resistive circuits Can find the current in a resistive circuit. 6th Inductance circuit Can find the current in a inductance circuit.	1ct		3rd	Sine wave AC, r	nean values				e wave AC and calculate mean	
5th Resistive circuits Can find the current in a resistive circuit. 6th Inductance circuit Can find the current in a inductance circuit.			4th	RMS values					MS values	
6th Inductance circuit Can find the current in a inductance circuit.	r	Quui tel								
TO THE TEMPORAL CONTROL OF THE PROPERTY OF THE			7th	Capacitor circuit			Can find the current in a inductance circuit. Can find the current in a capacitor circuit.			

		8th	Midterm exam					
		9th	R-L circuits			Can find the c	urrent in a R-L	circuit.
		10th	R-C circuits			Can find the c	urrent in a R-C	circuit.
		11th	The basics of R-L	-C circuit vector	notation	Can find the c	urrent in a R-L-	-C circuit.
	2nd	12th	The basis of the v	vector notation I		Understand th and express A	ne meaning of t C voltage with	he vector notation symbols.
	14th]		Basics of the vect	tor notation II		Can calculate notation.	an AC circuit us	sing the vector
			Impedance and a	idmittance I		Can calculate	impedance and	admittance.
			Impedance and a	mpedance and admittance II			Can calculate impedance and admittance of a complex circuit.	
		16th	Final exam					
Evaluat	ion Me	thod and	Weight (%)					
	E	ixamination	n Presentation	Mutual Evaluations between students	Report	Portfolio	Other	Total
Subtotal	8	0	0	0	20	0	0	100
Basic Proficienc			0	0	0	0	0	0
	Specialized 80 Proficiency		0	0	20	0	0	100
Cross Area Proficiency 0		0	0	0	0	0	0	

A	kashi Co	llege	Year	2024		Cours		Electric Circuits II B	
Course	Informa	tion		1		1 I ICIO	- 1		
Course Co		6227			Course Categor	v Spe	cialize	d / Compulsory	
Class Forr		Lecture			Credits	<i>'</i>		Credit: 2	
Departme			l and Computer I	Engineering	Student Grade	2nd			
Term	-		Semester		Classes per We				
Textbook Teaching									
Instructor	•	KAJIMUF	RA Yoshihiro						
Evaluation elements, Evaluation them in the Evaluation calculate to Evaluation	and can un point 2: he calculated point 3: he calculated by the m.	Understanduse it in the Understandion of a sin Can explair	calculation of ar l and can explain e wave AC circui n the principle an n how mutual ind	n electrical circuit. I the instantaneous t. d method of measu luctance circuits wo	values, phaser, uring effective pork, and calculat	and complower, react	ex nui ive po Itages	sistance, coils, and capacitor mber expressions, and can use wer, and power factor, and , currents, etc. se current) in three-phase AC.	
Rubric									
			Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1		between volta resistance, co	ne relationship age and current in ils, and capacitor I can use it in the ation of an iit.	Understand the between voltagenesistance, coils elements, and calculation of a circuit.	le and curre s, and capa can use it i	ent in citor	Do not understand the relationship between voltage and current in resistance, coils, and capacitor elements, and cannot use it in the calculation of an electrical circuit.	
Achievement 2			instantaneous and complex i expressions, a	and can use them calculation of a	Understand and can explain the instantaneous values, phaser, and complex number expressions, and can use them in the calculation of a sine wave		Do not understand and cannot explain the instantaneous values, phaser, and complex number expressions, and cannot use them in the calculation of a sine wave AC circuit.		
Achievement 3			method of me	ne principle and easuring effective ve power, and and solve	Can explain the method of mea power, reactive power factor.	suring effe	ctive	Cannot explain the principle and method of measuring effective power, reactive power, and power factor.	
			Can perform a calculations of currents, etc. inductance cir	f voltages, in mutual	Can calculate v currents, etc. ir inductance circ	n műtuál		Cannot calculate voltages, currents, etc. in mutual inductance circuits, etc.	
			currents (pha	applied f voltages and se voltage, line current) in three-	Can calculate voltages a currents (phase voltage voltage, line current) in phase AC.		ne	Cannot calculate voltages and currents (phase voltage, line voltage, line current) in three-phase AC.	
Assigne	d Depar	tment Ob	jectives						
Teachin	g Metho	d							
Outline		voltage, engineer	current, and imr	pedance in the AC o	ircuit theory, wl	nich is the l	oasis d	n of physical quantities such as of electrical and electronic problem exercises, etc. to help	
Style		Explanat	ions will be give	n in line with the te	xtbook. The class	ss will be ca	arried	out using slides and worksheets.	
Notice		This cou guarante assignments	rse's content will eed in classes and ent reports. The ents including wo of each chapter.	d the standard self- overall evaluation v	urs of study in t -study time requ will be based 80 ing class. The re e for a pass will	otal. These lired for pre % on perio eports will b be 60%.	e-stud dic ex e mos	s include learning time y / review, and completing ams, and 20% on report stly made up of the questions at	
Charact	eristics o		Division in Le			P = P	<u> </u>		
☑ Active			☑ Aided by I		☑ Applicable to	o Remote C	lass	☐ Instructor Professionally Experienced	
	D.	_				_			
Course	Plan 		Th			C!			
			Theme			Goals			
1st			Complex power					nplex power.	
		2nd	Vector diagrams	i		Can draw a vector diagram.			
2nd Semeste	3rd Quarter	3rd	Bridge circuits			Understand bridge circuits and can find equilibrium conditions.			
Q	Quarter	4th	Mutual inductand	nductance circuits			Can write the meaning of mutual inductance circuits, and draw an equivalent circuit. Can calculate the current in an equivalent circuit		
		i i	Equivalent circuits of mutual inductance circ					•	

		6th	Equivalent circuits	of mutual induc	tance circuits II	Can calculate th	e current in an e	quivalent circuit		
		7th	Occurrence of polyconnections	yphase AC and S	tar and Delta	Can explain the occurrence of polyphase AC, and Star and Delta connections.				
		8th	Midterm exam							
		9th	Symbol notion and AC	d phase rotation	of polyphase	Can calculate the polyphase AC.	e voltage and cu	rrent in a		
		10th	Phase voltage and	l line voltage of a	Y connection	Can calculate the voltage of a Y co	e phase voltage onnection.	and the line		
		11th	Phase current and	l line current of a	Δ connection	Can calculate the of a Δ connection	e phase current on.	and line current		
	4th Ouarte	12th	Δ and Y connection	ns and Δ-Y conv	ersions	Can calculate Δ conversions.	and Y connection	ns and Δ-Y		
			Polyphase AC elec	trical power		Can calculate po	olyphase AC elect	trical power.		
		14th	Non-sine waves a series	nd the basis of th	ne Fourier	Can describe the		n-sine waves and		
		15th	How to compute F series expansion of	Fourier coefficient of an odd function	ts, and Fourier n wave	Can compute For Fourier series ex	ourier coefficients	s, and perform		
		16th	Final exam							
Evaluati	ion Me	thod and '	Weight (%)							
	E	Examination	Presentation	Mutual Evaluations between students	Report	Portfolio	Other	Total		
Subtotal	8	30	0	0	20	0	0	100		
Basic Proficience	cy 0		0	0	0	0	0	0		
Specialize Proficience			0	0	20	0	0	100		
Cross Are Proficience)	0	0	0	0	0	0		

А	kashi Co	ollege	Year	2024			Course Title	Computer Programming II A	
Course	Informa	tion							
Course Co	ode	6228			Course Categor	У	Specializ	red / Compulsory	
Class For	mat	Lecture			Credits		Academi	c Credit: 2	
Departme	ent	Electrical a	and Computer E	Engineering	Student Grade		2nd		
Term		First Seme	ester		Classes per We	ek	2		
Textbook Teaching	Matérials	TO 101175							
Instructor			A Takayuki						
[1] Under between	pointers a	ic syntax incl nd arrays, an	d can write pro	s in C, data type, a grams. te programs that ι		struc	tures, poi	nters, and the relationship	
Rubric									
			Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1		Understand the basic syntax of C language and can write advanced programs that utilize structures and pointers. Understand C language programs that utilize and pointers.			can v	vrite basio	cannot write basis programs	
Achievem	ent 2			ne concept of a n write advanced cutilize many	Can explain the library and can programs that u	write	basic	Cannot explain the concept of a library and cannot write programs that utilize library.	
Assigne	d Depar	tment Obj	ectives						
Teachin	g Metho	od							
Outline		Following of the couthem. The lectur	Following the Programming I, the course involves lectures and exercises of programming in C. In of the course, students also learn about the existing libraries used in program development and he						
Style		questions students of in order to In the last explained.	individually to e give a lot of tho know when pr half of the cou	enhance their progught on how to so ogram planning aurse, libraries, which	ram developmen lve problems on p nd description ch th are necessary	nt skill: paper anges for wr	s. In this and make occur.	extbook and practice applied period, it is recommended that e a habit of managing their history e practical programs, will be	
Notice		total. The	se hours include udv / review, ar	e the learning time	e guaranteed in cl anment reports.	lasses All ass	and the s signments	mount to 90 hours of study in standard self-study time required are required to be submitted. grade.	
Charact	eristics	of Class / [Division in Le	earning					
☑ Active	Learning		☑ Aided by IO	CT	☑ Applicable to	Rem	ote Class	☐ Instructor Professionally Experienced	
Course	Plan								
		Т	heme			Goals			
			uidance, test			Under under	stand the	class objectives. Can review, d explain the basic syntax.	
		2nd C	oncept and bas	ics of functions		Under and ca	stand the	concept and basics of functions programs.	
		3rd F	unction definition	on and calls		write	programs		
	1st	4th F	unction designs			write	programs		
	Quarter	5th E	xercise (1)			questi	ons that	ntly create programs in exercise use function .	
		6th B	asic type (1)			progra	ams.	basic types and can write	
1st Semeste			asic types (2)			questi	ons that	ntly create programs in exercise use basic types .	
•			lidterm exercise			write	programs	content of Weeks 1-7, and can ction-like macros and can write	
			unction-like ma	cros		progra	ams.	umerations and can write	
			numerations			progra	ams.		
	2nd	11th T	ext I/O					text I/O and can write programs.	
	Quarter	12th S	trings (1)			progra	ams.	basics of strings and can write	
			trings (2)			Understand the arrays and operations of strings and can write programs. Understand the operations of strings and can			
		14th S	trings (3)				programs		

	15th	Exercise (2)			Can independ questions that	Can independently create programs in exercise questions that use strings.					
	16th	Final exam			Understand the content of Weeks 8-15 and can write programs.						
Evaluation Method and Weight (%)											
	Examination	Other	Total								
Subtotal	50	0	0	0	50	0	100				
Basic Proficiency	0	0	0	0	0	0	0				
Specialized Proficiency	50	0	0	0	50	0	100				
Cross Area Proficiency	0	0	0	0	0	0	0				

А	kashi Co	ollege	Year	2024			urse itle	Computer Programming II B	
Course	Informa	tion							
Course Co	ode	6229			Course Categor	y S	pecialize	ed / Compulsory	
Class Forr	nat	Lecture			Credits			: Credit: 2	
Departme	ent	Electrical ar	d Computer E	ngineering	Student Grade	2	nd		
Term		Second Sen	•		Classes per We	ek 2			
Textbook Teaching	and/or Materials					,			
Instructor		HIRANO Ma	satsugu						
Course	Objectiv	es es							
between i	pointers a	nd arravs, and	can write prod	in C, data type, a grams. e programs that u	•	l structu	res, poin	ters, and the relationship	
Rubric									
]	Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1	(Understand the	rams that utilize	Understand the C language and programs that and pointers.	basic sy can wri	te basic	Cannot understand the basic syntax of C language and	
Achievem	ent 2		Can explain the ibrary and can programs that ibraries.	write advanced	Can explain the library and can programs that	write ba	isic	Cannot explain the concept of a library and cannot write programs that utilize library.	
Assigne	d Denar	tment Obje	ctives		•				
	g Metho								
Outline	Following the Programming I, the course involves lectures and exercises of programming in C. In the last hal of the course, students also learn about the existing libraries used in program development and how to use								
Style		questions in students given order to lead to the last he explained. Students me total. These	Idividually to ever a lot of thou know when propall of the cour was thave computed thous include	nhance their prog ight on how to so ogram planning ar se, libraries, whic eleted Programming the learning time	ram developmer live problems on and description chick are necessary and I. This course guaranteed in course	nt skills. paper ar langes of for writi s conter	In this p nd make ccur. ng more nt will an nd the st	extbook and practice applied eriod, it is recommended that a habit of managing their history practical programs, will be nount to 90 hours of study in tandard self-study time required	
Notice		for pre-stud Students w	ly / review, an no miss 1/3 or	d completing assimore of classes v	gnment reports. will not be eligible	All assig e for a p	nments assing g	are required to be submitted. rade.	
Charact	eristics	of Class / Di	vision in Le	arning	T			T	
☑ Active	Learning]	☑ Aided by IC	Т	☑ Applicable to	o Remot	e Class	☐ Instructor Professionally Experienced	
Course	Plan								
		The	eme			Goals			
			nters			Can exp	lain the	concept of pointers.	
			nters			Underst		role of pointers and can write	
		3rd Str	ings and point	ers		pointers		relationship between strings and	
	3rd Quarter		ings and point	ers		pointers		ams for string operations using	
			uctures					concept of structures.	
			uctures					e programs using structures.	
		7th Str	uctures					cal programs using structures.	
2nd Semeste			Iterm exercise			write pr	ograms.	content of Weeks 1-7, and can	
r			processing			Can exp	lain how	to process files in C.	
		10th File	processing			Can writ	te progra	ams for file I/O.	
		11th Lib	raries			Can exp	lain wha	t libraries are.	
		12th Lib	raries			Can writ	te progra	ams using libraries.	
	4th	13th Cor	mprehensive e	xercise (1)		Can writ determi	te progra ning whe	ams that realize a given theme, ether or not to utilize libraries.	
	Quarter	14th Cor	mprehensive e	xercise (2)		Can writ determi	te progra	ams that realize a given theme, ether or not to utilize libraries.	
		15th Cor	mprehensive e	xercise (3)		Can write programs that realize a given theme, determining whether or not to utilize libraries.			
		16th Fin	al exam			Underst write pr		content of Weeks 8-15 and can	
Evaluati	ion Meth	nod and Wei	ght (%)						

	Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total
Subtotal	50	0	0	0	50	0	100
Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	50	0	0	0	50	0	100
Cross Area Proficiency	0	0	0	0	0	0	0

А	.kashi Co	ollege	Year	2024		_		Electrical and Electronic Measurement A	
Course	Informa	tion	L	I.			ricic	ricasarcinerie 7	
Course Co		6230			Course Categor	ry	Specialize	d / Compulsory	
Class Forr	nat	Lecture			Credits		School Cr		
Departme	ent	Electrical	and Computer E	ngineering	Student Grade		2nd		
Term		First Sem	nester		Classes per We	ek	2		
Textbook Teaching	and/or Materials	Shun Iwa	asaki: 「Denjiki Ke	eisoku] 、Korona-	sha				
Instructor	-	HOSOKA	WA Atsuishi						
	Objectiv								
2) Unders	stand the ostand how	concept of m to measure	neasurement. DC voltage, curr	ent, power, and r	esistance.				
Rubric			1		T				
			Ideal Level	<u> </u>	Standard Level			Unacceptable Level	
Achievem	ent 1		measurement	Can explain different measurement methods by giving specific examples. Understand di measurement			ls.	Do not fully understand different measurement methods well.	
Achievem	ent 2		current, power	Can explain DC voltage, current, power, and resistance measurements by giving specific examples Understand how voltage, current, resistance.				Do not fully understand how to measure DC voltage, current, power, and resistance.	
Assigne	d Depar	tment Ob	<u> </u>						
Teaching Method									
Outline	9	The aim	of this course is t phenomena.	o understand the	basic concepts of	of meas	suring ope	rations and how to measure basic	
Style		the textb	re mainly conductions ook as needed foe that that will be or	r explanations. In	-taking. There w the lesson befo	rill be hare each	andouts a exam, th	nd references to the contents of ere will be an exercise (quiz) on	
Notice		addition, in the sec	they should appl cond semester of	d understanding y the contents of the second year. more of classes y	the class to Expe	eriment	ts of Electi	their first and second year. In ical and Computer Engineering I luation.	
Charact	eristics		Division in Le						
□ Active		,	☐ Aided by IC		☑ Applicable to	o Remo	te Class	☐ Instructor Professionally Experienced	
_									
Course	Plan		- 1						
			Theme			Goals	stand tha	concept of measurement and the	
				l instrumentation d indirect measur		types of measurement methods (direct measurement and indirect measurement).			
		2nd I	Deflection method	d and null method	l	Understand the types of instrumentation methods (deflection method and null method).			
		3rd	Types of errors, s	ignificant figures		Understand accuracy and error, and understand the concept of significant figures.			
	1st Quarter	4th I	Propagation of er	ror, units and sta	ndards	Can calculate measurement values taking into consideration the propagation of error, and understand the SI base units and derived units, and the relationship between standards (instruments) and traceability.			
		5th	Analog indicating	instruments			stand the ing instrui	main configurations of analog ments.	
			Moving-coil instru nstrument	ment, electrodyn	amometer	instrur	nents (mo	operating principles of indicating ving-coil instrument and leter instrument).	
1st Semeste		7th I	Exercise on the co	ontent from week	s 1 to 6		stand the emester.	content from weeks 1 to 6 of the	
[8th	Midterm exam				stand the emester.	content from weeks 1 to 6 of the	
		9th s	Shunt, multiplier			Unders curren multipl	stand how ts and vol- lier. Under t and volta	to increase the rated values of tages using a shunt and stand the measurement of age using an indicating	
	2nd Quarter		Measurement of I potentiometer	OC current and vo	oltage,	voltage unders potent	e using an stand the v iometer.	measurement of current and indicating instrument. Also, voltage measurement using a	
			Indirect measure meter	ment of DC power	r, DC power	power the op	using the erating pr	ndirect measurement of DC voltmeter-ammeter method and nciple of a power meter.	
			Indirect measure Bridge	ment of resistance	e, Wheatstone	resista and th	nce using	ndirect measurement of the voltmeter-ammeter method ement of resistance using ge.	

		13th	Ohmmeter			Understand the operatir	g principles of ohmmeter.	
		14th	Low resistance measumeasurement of high	rement, high resistance resistance		Understand the issues in and high resistance and	nvolved in measuring low how to resolve them.	
		15th	Exercise on the conte			Understand the content from weeks 9 to 14 of th first semester.		
	16th Final ex		Final exam			Understand the content from weeks 9 to 14 of the first semester. $\;$		
Evaluati	ion Meth	od and	d Weight (%)					
		E	xamination	Exercise	Та	ask	Total	
Subtotal		7	0	30	0		100	
Basic Prof	sic Proficiency 0		0	0		0		
Specialize	ecialized Proficiency 70		30	0		100		
Cross Are	a Proficien	су С		0	0		0	

Д	ıkashi Co	ollege	Year	2024		_		Electrical and Electronic Measurement B
Course	Informa	tion						
Course Co	ode	6231	-		Course Catego	ry	Specialized	d / Compulsory
Class For	mat	Lecture			Credits		School Cre	edit: 1
Departme	ent	Electrical a	nd Computer E	ngineering	Student Grade		2nd	
Term		Second Sei	mester		Classes per We	eek	2	
Textbook Teaching								
Instructo	r	HOSOKAW	A Atsuishi					
Course	Objectiv	'es						
2)Unders	tand how	to observe a v	vaveform using	ent, power, and ir an oscilloscope. data processing.	npedance.			
Rubric								
			Ideal Level		Standard Level			Unacceptable Level
Achievem	ient 1		Can explain AC power, and im- measurements specific examp	by giving	Understand ho voltage, currer impedance.			Do not fully understand how to measure AC voltage, current, power, and impedance.
Achievem	ient 2		Can explain wa observation us oscilloscope by examples.		Understand ho waveform usin			Do not fully understand how to observe a waveform using an oscilloscope well.
Achievem	ent 3		Can explain did	gital instruments, ata processing by examples.	Understand dig instrumentatio data processing	n, sens	ors, and	Do not fully understand digital instruments, sensors, and data processing.
		tment Obje	ectives					
Teachin	ig Metho	od						
Outline			this course is t henomena.	o understand the	basic concepts of	of meas	suring oper	rations and how to measure basic
Style		the textboo	e mainly conductors as needed for that will be or	r explanations. In	taking. There w the lesson befo	vill be h re each	andouts ar exam, the	nd references to the contents of ere will be an exercise (quiz) on
Notice		addition, the in the secon Students w	ney should appl nd semester of tho miss 1/4 or	y the contents of the second year. more of classes w	the class to Exp	eriment	ts of Electr	their first and second year. In ical and Computer Engineering I uation.
Charact	eristics	of Class / D	ivision in Le	arning	T			1
□ Active	Learning		☐ Aided by IC	T	☑ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced
Course	Dlan							
Course	riaii	Th	nomo			Goals		
		+	neme	mt manuar maaaan	romont of AC			and the
			ltage and curre	nt, power, measu ent	rement of AC	differe	nce betwe	measurand in AC, and the en AC and DC measurements.
			ectifier instrume Itmeter	ent, peak respondi	ng electronic	Understand the operating principles of indicating instruments (rectifier instrument and peak responding electronic voltmeter).		
			nermocouple ins struments	struments, moving	j-iron	indicat	ing instrun	operating principles of the nents (thermocouple instrument instrument).
	3rd Quarter	4th ele	ectrodynamome ectrodynamome eters	eter instruments, A eters, and induction	AC on type energy	Can ex measu	plain the p	orinciples of measuring energy. Orinciples and methods of Orinciples and methods of Orinciples and Orinciples and
2nd			esistors, coils, a pedance	nd capacitors, me	asurement of	Unders coils, a imped	and capacit	quivalent circuit of resistors, ors, and how to measure
Semeste		6th AC	C bridges			Unders an AC	stand the r	measurement of impedance using
		7th Ex	ercise on the c	ontent from weeks	s 16 to 21	Under		content from weeks 1 to 6 of the
		8th Mi	dterm exam			Under		content from weeks 1 to 6 of the
		9th Th	ne operating pri	nciple of the oscill	oscope		stand the c	pperating principles of the
		10th W	aveform observ	ations using an os	scilloscope		stand wave	eform observation using an
	4th	11th A/	D conversion					principles of A/D conversion.
	Quarter		gital instrumen	ts			stand the c	operating principles of digital
		13th Se	ensors			Unders	stand the c	concept of sensors and the
	13th Sensors						ing princip	les of various sensors.

		14th	Data processing		Ur	nderstand how to proc	ess data.	
		15th	Exercise on the conter	nt from weeks 24 to 30		Understand the content from weeks 9 to 14 of the second semester. Understand the content from weeks 9 to 14 of the second semester.		
		16th	Final exam					
Evaluat	ion Metho	od and	Weight (%)					
		Ex	camination	Exercise	Task	k	Total	
Subtotal		70)	15	15		100	
Basic Pro	ficiency	0		0	0		0	
Specialize	Specialized Proficiency 70			15	15		100	
Cross Are	a Proficienc	y 0		0	0		0	

Д	Akashi Co	ollege	Year	2024			ırse tle	Microcompute	r
Course	Informa	tion							
Course Co	ode	6232			Course Categor	y S	pecialize	d / Compulsory	
Class For	mat	Lecture			Credits	A	cademic	Credit: 2	
Departme	ent	Electrical a	and Computer Er	ngineering	Student Grade		nd		
Term		First Seme	ester		Classes per We	ek 2			
Textbook Teaching	and/or Materials	Keitaro HO	ORI, Illustrated P	PIC Microcompute	r Practice 2nd Ed	dition, Mo	orikita Pu	ıblishing Co., Ltd.	
Instructo		NOMURA I	Hayato						
Course	Objectiv	es							
(2) Under	rstand the	basics of the	ា and operating p assembler langu n using assemble	orinciples of compuage and can per er language.	outers. form basic progr	amming.	1		
Rubric									
			Ideal Level		Standard Level			Unacceptable Le	evel
Achievem	nent 1		Fully understan configuration a principles of co	nd operating	Understand the and operating promputers.			Do not understa configuration ar principles of cor	d operating
Achievem	nent 2		Fully understan assembler lang fully perform ba programming.	uage and can	Understand the assembler lang perform basic p	uage and	d can		and the basics of lage and cannot rogramming.
Achievem	nent 3		Can create an e program using language.		Can create a cousing assemble			Cannot create a program using a language.	
Assigne	d Depar	tment Obj	ectives						
	ng Metho								
Outline		using micr	ocomputers.	he basics of comp					
Style		assembler	language will in	vexplaining basic volve exercises u	sing actual devic	es in add	dition to	lectures.	
Notice		guarantee assignmer	d in classes and it reports.	amount to 90 hou the standard self more of classes v	-study time requ	iired for p	ore-study	y / review, and co	ng time ompleting
Charact	eristics	of Class / [Division in Lea	arning					
☑ Active	Learning	•	☑ Aided by IC	Т	☐ Applicable t	o Remote	e Class	☑ Instructor Pr Experienced	ofessionally
Course	Plan								
Course		Т	neme			Goals			
		1st M	icrocomputer ba	sics		Can expl	lain micr	ocomputer basics	i.
		2nd H	ow to do radix c	onversions		Can expl	lain how	to do a radix con	version.
		3rd T	ne basics of logic	cal operations		Can expl	lain the b	pasics of logical o	perations.
		4th H	ardware configu	ration of a PIC mi	icrocomputer			nardware configu	ration of a PIC
	1st				·	microcor		assembler langua	go basics and
	Quarter	5th A	ssembler langua	ge basics, flowch	art basics	flowchar	t basics.		ge basics and
			ssembler progra eate a program	mming exercise 1)	. (how to	Can expl	lain how er langua	to create a progr	am using the
			ow to create a ti					to create a timer	program.
1st		8th M	idterm exam						
Semeste		9th B	ehaviors of subr	outines		Can expl	lain the b	ehaviors of subr	outines.
				mming exercise 2		Can crea	ite I/O co	ontrol programs.	
		11th A	ssembler progra rogram basics)	mming exercise 3	3 (timer	Can crea	ate a time	er program.	
			ulse motor basic	 S		Can expl	lain the r	oulse motor basic	 S.
	2nd	13th A	ssembler progra	mming exercise 4	(application of			plied timer progr	
	Quarter	1.4th A	mer programs) ssembler progra	mming exercise 5	5 (pulse		<u> </u>		
		1401 m	iotors)	mming exercise 6	``			se motor.	
		13tii pi	rogram)	g cacicise c	(44.41.664	Can crea	ite an ad	lvanced program.	
			o final exam						
Evaluat	<u>ion Meth</u>	od and We	eight (%)	1	1	1			T
	Exa	amination	Presentation	Mutual Evaluations between students	Behavior	Portfoli	0	Exercises	Total
Subtotal	50		0	0	0	0		50	100
Jubloldi	[50		10	ΙO	IO	IO		100	1100

Basic Proficiency	10	0	0	0	0	10	20
Specialized Proficiency	40	0	0	0	0	40	80
Cross Area Proficiency	0	0	0	0	0	0	0

А	ıkashi Co	ollege	Year	2024		Course Title	Experiments of Electrical and Computer Engineering I		
Course	Informa	tion	•			•			
Course Co		6233			Course Categor	y Specializ	red / Compulsory		
Class Forr	mat	Experim	ent		Credits	School C	Credit: 2		
Departme	ent	Electrica	l and Computer E	ingineering	Student Grade	2nd			
Term			Semester		Classes per Wee				
Textbook Teaching	and/or Materials	Distribut	e materials in cla	SS					
Instructor		KAJIMUI	RA Yoshihiro,SUY	AMA Taikei,HOSO	KAWA Atsuishi,				
Course	Objectiv	'es	,		,				
Evaluation Evaluation	n point 1: n point 2: n point 3:	Can explair Can write a	an experiment rep	ort.		J	formation engineering. experiment in cooperation with		
Rubric			i						
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		necessary inst learning electr	ow to handle the ruments for ical information nd examine an	Can explain hov necessary instru learning electric engineering.	ıments for	Cannot explain how to handle the necessary instruments for learning electrical information engineering.		
Achievem	ent 2		Can write an e with sufficient	experiment report information.	Can write an ex	periment repor	t. Cannot write an experiment report.		
Achievem	ent 3		safely, and act	or an experiment cively conduct an cooperation with	Can use the necinstruments for safely, and concexperiment in context the team members.	an experiment luct an ooperation with	safely, and conduct an		
Assiane	d Depar	tment Ol	piectives						
	g Metho		,						
Outline		students matters and Hos Students providec write up it until tl Students based of	will form groups related to measu okawa DC bridges will form groups in Contents and a report on the eney pass. This will swill not be graden the report submarkers.	of three to five pering equipment, A s. s. of three to five perinent and sure I help students leaded unless they have ission and contents of the perinent and contents leaded unless they have ission and contents of the perine p	eople to conduct kiyama matters reople to conduct. After completing bmit it the instrument the basics of version participated in t (80%), and atti	experiments or elated to electres or gexperiments or gexperiments to the transfer of the trans	s. The overall evaluations will be experiments (20%). The		
Notice		for evalues passing experim	ıations. In additio grade. Students r ents will be given	n, if all reports ha	ve not been rece and put away th eek.	ived by the due e equipment. P	omitting all repòrts is a prerequisite e date, students will not receive a recautions regarding the 5.		
Charact	eristics	•	Division in Le		,	,			
☑ Active			☐ Aided by IC		☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced		
Course	Plan								
22.00	1		Theme		I	Goals			
		1st	Experiment guida	ance	1		e outline of experiments and how to		
		2nd	Impedance meas	surement			asurement experiment: create a a lab, and write up a report.		
		3rd	Potentiometer			Potentiometer of conduct a lab, a	experiment: create a circuit, and write up a report.		
		4th	Report organizati	ion		experiments.	report on engineering		
2nd 3rd Quarter		5th	Fall-of-potential i	method	-	An experiment create a circuit, report.	of the fall-of-potential method: , conduct a lab, and write up a		
I.	r		Report organizati	ion	(•	report on engineering		
		7th	Operational Amp	lifier		Operational Am	plifier experiment: create a OP nfirm the Slew Rate, and write up day.		
		8th	DC bridges			A DC bridge ex a lab, and write	periment: create a circuit, conduct e up a report.		
	4th Quarter	9th	Report organizati	ion		Can write up a experiments.	report on engineering		

	1	10th	Relay sequence co	ontrol 1		Conduct a sequence switches, motor report.	Conduct a sequence control experiment using switches, motors, and relays, and write up a report.			
	1	11th	Relay sequence control 2			experiment of	Continuing from the previous week, conduct an experiment of sequence control using switches, motors, and relays, and write up a report.			
	1	12th	Digital oscilloscope and digital multimeter			A digital oscilloscope and digital multimeter experiment: create a circuit, conduct a lab, and write up a report.				
	1	13th	Report organizatio	on		Can write up a experiments.	report on eng	neering		
	1	14th /	ssembling a computer			A computer as circuit, conduc	A computer assembling experiment: create a circuit, conduct a lab, and write up a report.			
	1	15th 9	Summary of engir	neering experime	ents	Can write up a report on engineering experiments.				
	1	16th I	No final exam							
Evaluation	Metho	d and W	/eight (%)							
	Repo	ort	Initiatives	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	80		20	0	0	0	0	100		
Basic Proficiency	0		0	0	0	0	0	0		
Specialized Proficiency			0	0	0	100				
Cross Area Proficiency	0		0	0	0	0	0	0		

Akashi College		Year	2024		Course Title	Japanese III -	1	
Course :	Informat	ion	•					
Course Co	ode	6301			Course Category		/ Compulsory	
Class Forr		Lecture			Credits	School (Credit: 1	
Departme	ent		and Computer Er	ngineering	Student Grade	3rd		
Term Textbook		First Seme			Classes per Wee			
Teaching		『精選論理	国語』『精選文学	国語』『精選古典排	架究 古文編』(明	月治書院)、『第	行訂総合国語便覧』	(第一学習社)
Instructor	-	TANGE At	suko					
	Objective	es						
2) 文学的]な文章(小	∖説や日記)に	:描かれた人物やも	雀にとらえ、要約する 5のの見方を表現に 5確に理解し、活用	即して読み取り、自	自分の意見を述/	<i>、、ることができる。</i>	
Rubric			1					
			理想的な到達レイ		標準的な到達レベ	ルの目安	未到達レベルの目	安
評価項目1			成や展開を的確(侖説や評論)の構 ことらえ、要約し 処の妥当性につい ができる。	論理的な文章(論成や展開をとらえすることができる	、おおむね要約	論理的な文章 (論成や展開を的確にできない。	
評価項目2			かれた人物やもの	小説や日記)に描 のの見方を表現に その特質を理解 る。	文学的な文章(小かれた人物やもの即して適切に読みる。	の見方を表現に		の見方を十分に
評価項目3				用いられる漢字や 確に理解し、活用 る。	社会生活の中で用 語句についておお し、活用すること	むね正確に理解	辞書など補助的な、社会生活の中でいて正 や語句について正 用することができ	ご用いられる漢字 E確に理解し、活
Assigne	d Depart	ment Obj	ectives				1,12,1	
	g Metho							
Outline	9 1 100.10	近現代の評	論文や小説、古典 。豊かな感性と論	!文学など、様々な3 !理的な思考力を身(文章を主体的に読む こつけ、的確な読解	ことを通して、 なかと表現力を発		どの基本的な知識
Style				、小テストや課題を				
Notice		自主的に予	習を行い、授業に	は集中して意欲的に	こ取り組むこと。			
	oristics s	•		(割合) 1/3以上の	火誅			
		or Class / I	Division in Lea	<u> </u>			☐ Instructor Pi	rofossionally
☐ Active	Learning		☐ Aided by IC	T	☑ Applicable to	Remote Class	Experienced	Toressionally
Course	Plan							
		Т	heme			Goals		
		1st だ	iイダンス、「変れ	oれ!東京」の読解	ž	受業の進行・準備	備物について理解する	ることができる
		2nd)読解		テキストに用いる ことができる	られている語句・表現	見を適切に理解す
		3rd	- 変われ!東京] σ.)読解		テキストの構成 [;] ができる	をとらえ、内容を適切	切に理解すること
	1st	4th	- 変われ!東京] σ.)読解		内容を理解した上で、自分の意見を述べることができ る		
	Quarter	5th	花山天皇の退位」	(大鏡) の読解	·-	歴史的背景を理例 る	解し、テキストを読角	解することができ
		6th	花山天皇の退位」	(大鏡) の読解		助動詞や尊敬表 を読解すること	見など文法事項に注意 ができる	意して、テキスト
		7th	花山天皇の退位」	(大鏡) の読解	1	作品の主題と特征	数を説明することがで	できる
1st Semeste		8th	町の小路の女」	(蜻蛉日記) の読解	<u> </u>	歴史的背景を理例 る	解し、テキストを読角	解することができ
r		9th	町の小路の女」	(蜻蛉日記) の読解		助動詞や尊敬表 を読解すること	見など文法事項に注意 ができる	意して、テキスト
		10th	町の小路の女」	(蜻蛉日記) の読解			数を説明することがで	
		11th	檸檬」の読解			時代背景や登場。 解することがで	人物を正確にとらえ、 きる	小説の世界を理
	2nd	12th	檸檬」の読解			表現・構成に注意 きる	意して小説の展開を理	里解することがで
	Quarter	13th	檸檬」の読解			表現・構成に注意 きる	意して小説の展開を理	里解することがで
		14th	檸檬」の読解			表現・構成に注意 きる	意して小説の展開を理	里解することがで
15th 「檸檬」の読解					小説の展開を整 できる	里し、全体的な主題を	を理解することが	
16th 期末試験						-		
Evaluati	on Meth	od and W					,	
		試験	小テ	スト	態度	その他	Tota	l

Subtotal	80	10	10	0	100
基礎的能力	80	10	10	0	100
専門的能力	0	0	0	0	0
分野横断的能力	0	0	0	0	0

Akashi College			Year	2024		Course Title	Japanese III -2
Course	Informa	tion	1	•		1	
Course Co		6302			Course Category	y General	/ Compulsory
Class Forr	nat	Lecture			Credits	School C	Credit: 1
Departme	ent	Electrica	l and Computer I	Engineering	Student Grade	3rd	
Term		Second 9	Semester		Classes per Wee	ek 2	
Textbook Teaching		野田尚史	・森口稔『日本語	を話すトレーニング。	〕(ひつじ書房)	•	
Instructor	-						
argument 2) Can pr	rite up rep s are convesent the	orts and the veyed effect content of t	ively.	:heses they wrote u	·	-	ure and development so that their lideas, orally and accurately.
Rubric					1		
			Ideal Level		Standard Level		Unacceptable Level
Achievem	ent 1			ogical, and ime with excellent based on clear	Can create an e understand, log empirical resum conclusions, opi reports.	ical, and e based on cle	There are elements that indicate conclusion, opinions, and reports, but the structure and layout design are inadequate.
Achievem	ent 2			esentation with ure, speed, and bility, and can uestions	Can give a rehe presentation, bu immediately and appropriately.	ıt cannot	The presentation is almost like a script reading.
Achievem	ent 3		Can make a n statement in I theme in a co empirical way	line with the ncise, logical, and	Can make a me statement that's theme, but is re	s relevant to th	Can make a statement that's relevant to the theme, but is unorganized.
Assigne	d Depar	tment Ob	jectives				
Teachin	g Metho	od					
Outline		understa	inding of the exp	ious issues in vario ressions of Japane or each theme, and	se and the chara	cteristics of Jap	used, and deepen their an people's ideas. Group ired.
Style		The cour		lecture format, bu	•		presentations, and question-and-
Notice		This cou guarante assignme Students knowled quizzes.	rse's content will eed in classes and ent reports. Is should be active ge and skills nec	l amount to 90 hou d the standard self e in presentations a	-study time requi and Q&A sessions n Japanese langu	ired for pre-stu s, including pre age. There wil	s include the learning time dy / review, and completing -study, to ensure they learn the be handouts as necessary, and
Charact	eristics	of Class /	Division in Le	earning			
☐ Active		,	☐ Aided by I	•	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced
Course	Dlan						
Course	riali		 Theme		T _i	Goals	
		1st	Orientation Course outline Planning for the	nrecentation	1	Understand ho	w to create a resume, presentation respective evaluation criteria.
		2nd	Fundamentals of Fundamentals of	f speech		Understand the presentations,	e skills required for speeches and can be put into practice.
		3rd	Make an inquiry Training 1 prese Insight and orga	ntations and Q&A inization of the abo	l l		e subject matter and be able to esent a resume focusing on the i.
		4th	Make a request Training 3 prese	ntations and Q&A	ļ		e subject matter and be able to esent a resume focusing on the i.
Semeste r	i i i i i i i i i i i i i i i i i i i		Invite / Decline / Training 5 prese		1		e subject matter and be able to esent a resume focusing on the
		6th	Speech Training 9 prese	ntations and Q&A	1	Understand the	e subject matter and be able to esent a resume focusing on the
_		7th	Simple Japanese Training 12 pres			Understand the prepare and pr	e subject matter and be able to esent a resume focusing on the
8th			Speak in a meet Training 10 pres			necessary skills. Understand the subject matter and be able to prepare and present a resume focusing on to necessary skills.	

Speak in a meeting(2), Presentation(1) Training 12 · 13 presentations and Q&A Insight and organization of the above issues									
10th			9th	Speak in a meet Training 12 · 13 Insight and orga	ing(2), Presentation(1) presentations and Q&A anization of the above issu	es	prepare and present a r	matter and be able to esume focusing on the	
11th			10th	Training 13 prés	sentations and Q&A anization of the above issu		prepare and present a r	matter and be able to esume focusing on the	
Training 15 presentations and Q&A Insight and organization of the above issues Interview(2) 13th Interview(2) Training 15 presentations and Q&A Insight and organization of the above issues Interview(2) Training 15 presentations and Q&A Insight and organization of the above issues Interview(3) Interview(4) Interview(5) Interview(6) Interview(7) Interview(8) Interview(8) Interview(9) Int			11th	Training 14 pres	sentations and Q&A		prepare and present a resume focusing on the		
13th Training 1's presentations and Q&A Insight and organization of the above issues 14th Fundamentals of academic writing Understand how to develop a research plan and the basics of writing a thesis 15th How to write reports and papers Understand how to structure sentences, make arguments, and show appropriate examples			12th	Research Preser Training 15 pres Insight and orga	ntation(2), Interview(1) sentations and Q&A anization of the above issu	es	prepare and present a r	matter and be able to esume focusing on the	
15th How to write reports and papers Understand how to structure sentences, make arguments, and show appropriate examples			13th	Training 15 pres	sentations and Q&A anization of the above issu		prepare and present a resume focusing on the		
Float Floa			14th	Fundamentals o	f academic writing		Understand how to deve the basics of writing a tl	elop a research plan and nesis	
Evaluation Method and Weight (%) Examination Presentation Other Total Subtotal 50 50 0 100 Basic Proficiency 50 50 0 100 Specialized Proficiency 0 0 0 0			15th	How to write rep	ports and papers				
Examination Presentation Other Total Subtotal 50 50 0 100 Basic Proficiency 50 50 0 100 Specialized Proficiency 0 0 0			16th	Final exam					
Subtotal 50 50 0 100 Basic Proficiency 50 50 0 100 Specialized Proficiency 0 0 0 0	Evaluati	on Meth	od ar	nd Weight (%)					
Basic Proficiency 50 50 0 100 Specialized Proficiency 0 0 0				Examination	Presentation	Ot	ther	Total	
Specialized Proficiency 0 0 0	Subtotal	ıbtotal		50	50	0		100	
	Basic Prof	iciency		50	50	0		100	
	Specialize	d Proficier	псу		0	0		0	
Cross Area Proficiency 0 0 0	Cross Are	a Proficier	псу	0	0	0		0	

Δ	kashi Co	allege	Year	2024			ourse	Political Science-1	
			1 Cui	2021			Title	Tolkical Science 1	
Course Co	<u>Informa</u>	6303			Course Categor	.,	Conoral /	Compulsory	
Class Forr		Lecture			Credits	′	School Cr	. ,	
Departme			l and Computer	Engineering	Student Grade		3rd	edit. 1	
Term		First Sen	•	Linginicering	Classes per Wee				
Textbook Teaching		谷田部玲:	生他『高等学校	公共』第一学習社					
Instructor	-								
1. Accura 2. Objecti 3. Develo	vely unde p the abili	stand the bright rstand the rity to object	pasic facts about role of politics in ively examine no onsibilities expec	politics. addressing the cha ot only what has ha ted of Japan, and t	llenges and issue ppened in Japan he roles and cha	es that but als	changes so it's pos s it has ur	over time. ition in the international idertaken.	
Rubric					Γ				
			Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1		Thoroughly un basic knowled politics.		Have basic know politics.	wledge	regarding	Do not have sufficient basic knowledge regarding politics.	
Achievem	ent 2		Ithat politics h	ave been expected er to address its	Can understand politics have be play in order to issues and prob	en exp	ected to	Do not have sufficient understanding of the roles that politics have been expected to play in order to address issues and problems.	
Achievement 3			understand the social circums surrounding in	contemplate and ne historical and stances ndividuals, while to form one's own	Recognizing the historical and so circumstances s individuals, and one's own thou	ocial surrour I deepe	nding	Cannot recognize the existence of historical and social circumstances surrounding individuals.	
Assigne	d Depar	tment Ob	jectives						
Teachin	g Metho	od							
Outline Style		perspect Furthern we will c	tive, including fie nore, by examini consider contemp ures primarily uti	lds such as econom ng how politics has plate who acts unde ilize handouts and v	nics, society, cult addressed the c r what institution whiteboard notes	ure, ar challeng ns and s. but t	nd the inte ges and is what acti	ience) entails from a broad ernational environment. sues that change with the times, ons they take. ne class interactive, active	
Notice		In this coundersta	ourse, we systen anding, we may a	ndent thinking are en matically explain the adjust the themes a for more of classes le	e concepts of pol and the order in	itical so which	cience, bu they are c	t depending on the students' overed in each lectureclass.	
Charact	eristics (-			ectures will flot b	ic engil	JIE TOT EVE	ilidacion.	
☑ Active		or class /	Division in Learning ☐ Aided by ICT		☐ Applicable to Remote Class ☐ Instructor Pro		☐ Instructor Professionally Experienced		
Course	Plan								
			Theme			Goals			
		1st	Guidance: What	is Politics?		power.	Formulat	relationship between politics and te your own opinion on the s politics?	
		2nd	Introduction to F	Political Science		Unders politica	stand the	theories and institutions in and explore the relationship and reality.	
		3rd	The Birth and Ev	olution of Modern I	Vation States	Unders	stand the	transition from Night-watchman State and its background.	
	1 ct	4th	Political System	and Political Dynam	nics	Learn a been c	about how onstructed	various political systems have d throughout the world.	
1st	1st Quarter	5th	Organization of (Government①		Unders legislat	stand the	functions and roles of the Idicial branches. Also, learn about ach of them faces.	
Semeste r		6th	Organization of C Local autonomy	Government②		Unders cabine Learn a	stand the t, which o	powers and organization of the versees the executive branch. essence of local governance and	
		7th	Bureaucracy			Examir and the	ne the role e challeng	es expected from a bureaucracy es it faces.	
				st half of the first s	omostor (1st				
2nd		Qth	Party system	Review of the first half of the first semester (1 Q) Party system Interest groups/pressure groups			Review the content from weeks 1-7. Learn about the historical development of part politics. In addition, students will understand t modern roles and challenges of political parties interest groups, and pressure groups as organizations that participate in politics.		

		10th	Elections Voting Behavior a	ınd Political Parti	cipation		contemplate th	ons in democratic e various forms of		
		11th	Policy Making and	l its Process		Consider how made.	Consider how and when political decisions are made.			
		12th	Political Conscious	Political Consciousness and Public Opinion			at drives politic influence of th	s. Also, understand e media.		
			Postwar Politics in	Postwar Politics in Japan①			Understand Japan's positioning after World War II, what was expected as a result, and the policies that have been implemented accordingly.			
			Postwar Politics ir	Postwar Politics in Japan②			Consider the concept of the "1955 System". Additionally, understand Japan's journey to becoming an economic powerhouse, considering both domestic and international factors comprehensively.			
		15th	Postwar Politics in	Postwar Politics in Japan③			Understand the impact of changes such as the end of the Cold War, the collapse of the "1955 System," and the bursting of the economic bubble on Japanese politics. Additionally, comprehend the societal shifts that followed and contemplate the challenges and issues Japan is currently facing.			
		16th	Final exam			Take a writter	exam.			
Evaluati	on Me	ethod and	Weight (%)							
		Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal		40	30	20	10	0	0	100		
Basic Proficiency	у	40	30	20	10	0	0	100		
Specialize Proficiency		0	0	0	0	0	0	0		
Cross Area		0	0	0	0	0	0	0		

Akashi Colle		ollege	Year	2024		Course Title	Political Science-2		
Course	Informa	tion	l			110.0			
Course Co		6304			Course Category	/ General	/ Compulsory		
Class Forr		Lecture			Credits	School C			
Departme			al and Computer I	Engineering	Student Grade	3rd			
Term	-		Semester		Classes per Wee				
Textbook Teaching		谷田部玲	生他『高等学校	公共』第一学習社					
Instructor	•								
Course	Objectiv	es							
2. Objecti 3. Develo communit	vely unde p the abili	rstand the ty to obiect	tively examine no	addressing the cha	ippened in Japan	but also it's po	sition in the international		
Rubric			1		la		T.,		
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		basic knowled politics.	nderstand the lge regarding	Have basic know politics.	vledge regardin	Do not have sufficient basic knowledge regarding politics.		
Achievem	ent 2		that politics has	ly explain the roles ave been expected er to address its oblems.	Can understand politics have bee play in order to issues and probl	en expected to address its	Do not have sufficient understanding of the roles that politics have been expected to play in order to address issues and problems.		
Achievem	ent 3		understand th social circums surrounding in	o contemplate and ne historical and stances ndividuals, while to form one's own	Recognizing the historical and so circumstances si individuals, and one's own thoug	icial urrounding deepening	Cannot recognize the existence of historical and social circumstances surrounding individuals.		
Assigne	d Depar	tment Ol	ojectives						
Teachin	g Metho	 od							
Outline		In this contract of the second	tive, including fie nore, by examini	epen our understallds such as economing how politics has blate who acts unde	nics, society, cultus addressed the cl	ure, and the int hallenges and i	cience) entails from a broad ernational environment. ssues that change with the times, ions they take.		
Style		The lect	ures primarily uti		whiteboard notes	, but to make t	he class interactive, active		
Notice				natically explain the adjust the themes a per more of classes le			ut depending on the students' covered in each lectureclass. aluation.		
Charact	eristics (<u> </u>			
☑ Active		or class <u>r</u>		Division in Learning ☐ Aided by ICT ☐ Applicable t		Remote Class	☐ Instructor Professionally Experienced		
Course	Plan								
Jourse			Theme		10	Goals			
		1st		cal Thought and Int	ernational	Learn about the relationship between politics as			
		2nd	National Soverei	ignty, Social Contra	oct Theory		e rights of the state and the nature		
		3rd	Freedom and Lib	oeralism	l r	oursuit of freed	historical context in which the om emerged, and reflect on the and challenges faced by liberalism.		
		4th	Equality and Der Communism	mocracy, Socialism	and t	the pursuit of e	historical background in which quality emerged, and reflect on ted and challenges faced by socialism.		
2nd Semeste	3rd Quarter	5th	Mass Society and	d Fascism, Nationa	lism s	Learn about the society, and constates are facing	formation and changes in mass ntemplate the challenges modern g.		
r		6th	History of Intern	national Politics①	s t	Learn about the history from the emergence sovereign states to World War I, and content the challenges the states have faced and the			
		7th	History of Intern	national Politics②	€	responses. Learn about the history from World War II t end of the Cold War, and contemplate the challenges the states have faced and their responses.			
		8th	Review of the fir Q)	st half of the first s	competer (1st	•	tent from weeks 1-7.		
	4th Quarter	9th		ciety and Domestic	Society	Understand the petween international collinia in the collinia	relationship and characteristics ational politics and domestic		

		10th	International Polit Foreign Policy De			Learn perspect reflect on their complexity of i	Learn perspectives on international politics and reflect on their roles, limitations, and the complexity of interstate relations.			
		11th	National Security				Learn what national security is and consider what and how nations try to protect their rights.			
		12th	International Poli	tical Economy		Understand th interrelated in well.	Understand that politics and economics are interrelated in the international community as well.			
		13th	International Org Organizations	anizations, Regio	nal	Learn about m understand the challenges the		nizations and d of them and the		
	14th		Contemporary In	ternational Politic	al Issues①	deepen unders	Use current issues as examples to discuss and deepen understanding from various perspectives, considering both domestic and international			
		15th	Contemporary International Political Issues②			deepen unders	Use current issues as examples to discuss and deepen understanding from various perspectives, considering both domestic and international situations.			
		16th	Final exam			Take a written	Take a written exam.			
Evaluati	on Me	ethod and \	Weight (%)							
		Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal		40	30	20	10	0	0	100		
Basic Proficience	Basic Proficiency 40 Specialized Proficiency 0		30	20	10	0	0	100		
Specialize Proficience			0	0	0	0	0	0		
Cross Are Proficience		0	0	0	0	0	0	0		

Akashi College		Year	Year 2024		Course Title	Mathematics Ⅲ A-1		
Course	Informa	tion						
Course C	ode	6305			Course Category	General	/ Compulsory	
Class For	mat	Lecture			Credits	Academ	ic Credit: 2	
Departme	ent	Electrica	al and Computer	Engineering	Student Grade	3rd		
Term		First Se	mester		Classes per Wee	k 2		
	Matérials		他著:新微分積分	Ⅱ 大日本図書 ⅰ	高遠節夫他著:新微	分積分Ⅱ問題第	大日本図書	
Instructo		-	MIYA Atusi					
これまでは を習得する (1)まず数 の計算がで (2) 理論の (3) 抽象的	ることを目標例の収束・ できるように の忠実な理解	牧学を基礎と 票とする。 発散,級数の こなる。 『と自らも理	収束・発散,マク□	-リン級数を理解すきる能力を獲得する。	る。そして2変数関		に専門的な応用数学が理解できる能力 する曲面として理解し、偏微分や重積分	
Rubric					T			
			理想的な到達し		標準的な到達レベ	ルの目安	未到達レベルの目安	
評価項目1			散,マクローリン にできる。そし における曲面と 、偏微分や重積 できる。	能散,級数の収束・発ン級数を理解が十分 ンて2変数関数を空間 こして十分に理解し もの計算が十分に	数列の収束・発散 散,マクローリン総 。そして2変数関 曲面として理解で 積分の計算ができ	数を理解できる 数を空間におけ き、偏微分や重 る。	る 散,マクローリン級数を理解できない。そして2変数関数を空間における は る曲面として理解できず、偏微分や重積分の計算ができない。	
評価項目2			理論の忠実な理 に文章表現でき 得している。	E解と自らも理論的 る能力を十分に獲	理論の忠実な理解 に文章表現できる いる。	と自らも理論的 能力を獲得して	理論の忠実な理解と自らも理論的 に文章表現できる能力を獲得して いない。	
評価項目3				集体的問題に適用す 「獲得している。	抽象的枠組を具体 る能力を獲得して		抽象的枠組を具体的問題に適用する能力を獲得していない。	
Assigned Department Ol			bjectives					
Teachin	ng Metho	od						
Outline		析に必要	の基本概念及びそ な素養を獲得する 分とその応用につい	。主に数列の収束と	いろな計算手法を習 発散,級数の収束とタ	得し、専門分野 発散,マクローレ	予で応用する際のさまざまな事象の解 ン展開,2変数関数の偏微分とその応用	
Style		予習を前たことや 題集にあ	提として教科書に 講義で理解できな る問題を解くよう	治って講義する。まだかったことは放置せ いったことは放置せ に心がけること。IC	ずに質問するように	して下さい。そ	,て理解に努め、予習でわからなかっ その日のうちに必ず復習し教科書と問 。確認のため予告なく小試験を行うこ	
				も日頃からよく勉強	しておくようにして	ください。		
Notice		講成では、1000年では、1000年では、1000年では、1000年では、1000年では、1000年では、1000年では、1000年には、	しっかり理解に努 習し教科書や問題: と。試験を50%、 以上を合格とする。 場合で評価しぬずし	めること。疑問点は 集の問題を解いて問題 課題等の提出物を20 ただし、この割合で ちょうの割合にならま	しておくようにして 必ず質問して、その 題演習を十分するこ D%、発表および平道 評価点をつけるのは ないことがある。題	ください。 対象をはいますができます。がまずますができます。がまずますができます。はいますができますができます。はいますができますができます。はいますができますができます。はいますができますができますができます。はいますができますができますができます。はいますができますができますができます。はいますができますができますができますができます。はいますができますができますができますができますができますができますができますができ	まうに努めること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評価後期中間までの累積評価の割合は暫がよく出来ていれば割合以上の評価割合)1/3以上の欠課。本科目は、授己学習時間の総計が、180時間に相当	
	teristics	講成では、一次では、一次では、一次では、一次では、一次では、一次では、一次では、一次	しっかり理解に努 習し教科書や問題 と。試験を50%、 以上を合格とする。 はこともある。して できある。して できる学習時間と、	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で も上記の割合でなら れかの週でCBTを行 予習・復習及び課題	しておくようにして 必ず質問して、その 題演習を十分するこ D%、発表および平道 評価点をつけるのは ないことがある。題	ください。 対象をはいますができます。がまずますができます。がまずますができます。はいますができますができます。はいますができますができます。はいますができますができます。はいますができますができますができます。はいますができますができますができます。はいますができますができますができます。はいますができますができますができますができます。はいますができますができますができますができますができますができますができますができ	こうに努めること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評価がよく、出来でいる場所での関係は対していないとの評価がよく出来ていれば割合以上の評価	
Charact	teristics of Learning	講成では、一次では、一次では、一次では、一次では、一次では、一次では、一次では、一次	しっかり理解に努 習し教科書や問題 と。試験を50%、 以上を合格とする。 は合で評価し必ずし こともある。いず でよる学習時間と、 内容である。	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するこ D%、発表および平道 評価点をつけるのは ないことがある。題	ください。 都度解消する。 と。予告なく/ 素の授業への取 は学年末であり。 遺等や発表なら ない欠席条件(更な標準的な自	こうに努めること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評価後期中間までの累積評価の割合は暫がよく出来ていれば割合以上の評価割合)1/3以上の欠課。本科目は、授己学習時間の総計が、180時間に相当	
Charact ☑ Active	Learning	講成では、一次では、一次では、一次では、一次では、一次では、一次では、一次では、一次	しっかり理解に努 習し教科書や問題 と。試験を50%、 以上を合格とする。 は合で評価とめずし っこともある。いず でする学習時間と、 である。 (Division in Le	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するご 3%、発表および平。 評価点をつけるのは ないことがある。と しポート作成に 必要	ください。 都度解消する。 と。予告なく/ 素の授業への取 は学年末であり。 遺等や発表なら ない欠席条件(更な標準的な自	でうに努めること。またその日のうち 小試験を行うので日頃からよく勉強し り組み状況を30%として総合的に評価 後期中間までの累積評価の割合は暫 だがよく出来ていれば割合以上の評価 割合)1/3以上の欠課。本科目は、授 已学習時間の総計が、180時間に相当	
Charact ☑ Active	Learning	講成では、一次では、一次では、一次では、一次では、一次では、一次では、一次では、一次	しっかり理解に努 習し教科書や問題 と。試験を50%、 以上を合格とする。 は合で評価とめずし っこともある。いず でする学習時間と、 である。 (Division in Le	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するご 9%、発表および平 評価点をつけるのは ないことがある。 ないことがある。とし レポート作成に 必 ☑ Applicable to	ください。 都度解消する。 と。予告なく/ 素の授業への取 は学年末であり。 遺等や発表なら ない欠席条件(更な標準的な自	でうに努めること。またその日のうち 小試験を行うので日頃からよく勉強し り組み状況を30%として総合的に評価 後期中間までの累積評価の割合は暫 がよく出来ていれば割合以上の評価 割合)1/3以上の欠課。本科目は、授 已学習時間の総計が、180時間に相当	
Charact Active	Learning	講成では、一次では、一次では、一次では、一次では、一次では、一次では、一次では、一次	しっかり理解に努理という。 はいましている。 はいましていましていましている。 は	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するご 9%、発表および平 19%、発表および平 19%、発表のけるのは ないことがある。 19%、合格の対象とし レポート作成に 必 図 Applicable to	ください。 都度解消する。 と。予告なく! 素の授業への取 は題等や発表なら。 はい欠席条件(要な標準的な自 Remote Class	 うに努めること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評値を期中間までの累積評価の割合は暫定がよく出来ていれば割合以上の評価割合) 1/3以上の欠課。本科目は、授品学習時間の総計が、180時間に相当 □ Instructor Professionally Experienced 	
Charact Active	Learning	講義が ま は に て し ら の は え に で る り る り る え る に る り る え る に る ら る る え く に る る く こ く る く こ く る く ま く ま る ま 。 ま す る く る く る く る ら る ら る く る と る と 。 と る と る と る と る と る と る と る と	しっかり理解に努理という。 はと。試験を50%、 以上を合格とする。 は合で評価といずしまする。 は合で評価をである。 はついずにはなった。 はついずにはなった。 はついである。 がははいである。 がははいである。 がははいである。 がははいである。 がははいである。	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するご 9%、発表および平 19%、発表および平 19%、発表および平 19%、発表がある。 19%、から 19% から 19%	ください。 対象度解消する。 と。予告なくが表の授業への取まり等への取まり。 は対象を対象を対象を対象を対象を対象を対象を対象を対象を対象を対象を対象を対象を対	 うに努めること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評値を期中間までの累積評価の割合は暫定がよく出来ていれば割合以上の評価割合) 1/3以上の欠課。本科目は、授品学習時間の総計が、180時間に相当 □ Instructor Professionally Experienced 	
Charact ☑ Active	Learning	講義が ま ま で も の は た ま す で る り る り る り る り る り る り る え く に る り る り る く で る る し る と 、 ま る ま 。 ま す る し る し る し る し る し る し る も る し る し る し	しっかり理解に努 図と教科書や問題 と。試験を50%、 以上を合格とする。 は合で評価といずしまする子習時間と、 である。 ク Division in Le	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するご 別%、発表および平 評価点をかある。 はいこ合格の対象とし のは、必要 Applicable to	ください。 がまた。 がある。とのでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、 をいるでは、	でうに努めること。またその日のうち N試験を行うので日頃からよく勉強し り組み状況を30%として総合的に評値 とがよく出来でいれば割合以上の評価 割合)1/3以上の欠課。本科目は、授 書学習時間の総計が、180時間に相当 □ Instructor Professionally Experienced □ Instructor Professionally Experienced	
Charact ☑ Active	Plan	講義時で は いお の の は え に て し の な え く で る の な え く に る の な え く に る の る く て る り る く て る く し る く て る く し く し く く く く く く く く く く く く く く く	Uつかり理解に努理という。 図し教科書や問題 と。試験を50%、 以上を合格とする。 は合で評価といずいまする学習時間というである。 / Division in Lease 図 Aided by Idease Theme 微分方程式	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 題演習を十分するご 別%、発表わよび平 評価点をつけるのに ないこ合格の対象とし ののはいことがある。課 ののはいことがある。 はいことがなる。 はいとがなる。 はいなる。 はいとがなる。 はいとがなる。 はいとがなる。 はいとがなる。 はいとがなる。 はいとがなる。 はいな。 はいなる。 はいな。 はいなる。 はいなる。 はいな。 はいなる。 はいなる。 はいな。	ください。 がまた。 おります。 おります。 おります。 ないでは、	はいます。またその日のうちは、はいます。このに努めること。またその日のうちは、はいまないが、はいます。このでは、いまないが、はいます。このでは、できないでは、いまないでは、いまないでは、いまないでは、いまないでは、できる。。のでは、いまないできる。のでは、いまないできる。のでは、いまないできる。のでは、いまないできる。のでは、いまないできる。のでは、いまないでは、いまないのでは、いまないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これないは、これ	
Charact ☑ Active	Learning	講義時でくています。 講義がそのいます。 ではいました。 ではいますでである。 はいますが、 はいまが、 はいまがもが、 はいまが、 はいまがもが、 はいまがもが、 はいまがもが、 はいまがもが、 はいまがもが、 はいまがもがもが、 はいまがもがもがもがもがもがもがもがもがもがもがもがもがもがもがもがもがもがもがも	Uつかり理解に努理という。 図し教科書や問題 と。試験を50%、 以上を合格とする。 は合で評価といずい。 こともずるのである。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 が対容である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、である。 がが、が、である。 がが、である。 がが、である。 がが、が、である。 がが、である。 がが、である。 がが、が、である。 がが、である。 がが、が、が、が、が、が、が、が、が、が、が、が、が、が、が、が、が、が、が	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして 必ず質問して、その 類演習を未および平 かが、発表わけるのに ないこ合格の対象を必要 ののではいことがある。ました。 ののではいことがある。とした。 ののではいことがある。ました。 ののではいことがある。ました。 ののではいことがある。ました。 ののではいことがある。ました。 ののではいことがある。ました。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではいことがある。また。 ののではないことがある。また。 ののではないことがある。また。 ののではないことがある。また。 ののではないことがある。また。 ののではないことがある。とした。 ののではないことがある。また。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。とした。 ののではないことがある。 ののではないことがない。 ののではない	ください。 一部では、これでは、これでは、これでは、これでは、これでは、これでは、これでは、これ	は一次のでは、ことのできる。では、これできる。ことのでは、これできる。ことのでは、これでは、これでは、これできる。これできる。できない。これできる。できる。できる。とれていれば、これできる。できる。できる。できる。できる。できる。できる。できる。できる。できる。	
Charact ☑ Active Course	Plan lst	講義時に にてした いた いた いた いた いた いた のな えて に で で る い な る に で る い な ろ の い る に る と う で る く の い る い る い る い る い る る る る る る る る る る	Uつかり理解に努理という。 認可し教科書や問題 と。試験を50%、 以上を合価している。 合で評価しいでする。 は合さともある。 / Division in Le 図 Aided by Ie Theme 微分方程式 関数の展開	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして がす質問というするご のの、発表のけるの。 発表のけるの。 ないこの格作成に のの、 がある。とし ののではいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのでのではいるの。 はいこのでのではいるの。 はいこのでのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるの。 はいこのではいるのではいるのでは、 はいこのではいるのでは、 はいこのではいるのでは、 はいこのでは、 はいでは、	ください。 ・	はいます。ことのできる。ではいます。ことのではいます。 こうに努めること。またその日のうちではいます。 「試験を行うので日頃からよく勉強しり組み状況を30%として総合の自合は暫正がよく出来ていれば割合以上の評価割合) 1/3以上の欠課。本科目は、授予では、本科目は、投資を対していませば、180時間に相当では、180時間に相当では、180時間に相当では、180時間に相当できる。 「はいて理解し、簡単な2階微分方程ことができる。というなができる。を解くことができる。簡単な1変数に次近似式・2次近似式を求めることができる。るいろな数列の極限を求めることができる。	
Charact ☑ Active Course 1st Semeste	Plan lst	講義時ではいる。 講義がさくにいる。 はいおいたのはなってのです。 でであるである。 でであるである。 はいまでは、 でである。 はいまでは、 はいまで	Uつかり理解に努理という。 認可し教科書や問題 と。試験を50%、 以上を合権とする。 自合で評価る。 こことも習時る。 / Division in Le 図 Aided by Id Theme 微分方程式 関数の展開 関数の展開	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして がすることでは ではいて、そので ではいて、そので ではいてのでででいるのでででいる。 でいてのでででいる。 でいてのでででいる。 でいてのででででいる。 でいてのででででいる。 でいてのででいる。 でいてのででいる。 でいてのでででいる。 でいてのででいる。 でいてのででいる。 でいてのででいる。 でいてのででいる。 でいてのででいる。 でいてのででいる。 でいてのでででいる。 でいてのでででいる。 でいてのでででいる。 でいてのでででいる。 でいてのででいる。 でいてのでででいる。 でいてのでででいる。 でいていてのでででいる。 でいていているでででいる。 でいていているでででいる。 でいていていていでででいる。 でいていていていているでででいる。 でいていていていていないでででいる。 でいていていていていていていていででいないでででいる。 でいていていていていていていていていていていていていていていていていていていて	(大)	はいます。ことではいることではいることではいる。ことではいることではいいではいいではいいではいいではいいではいいではないがある。ことができる。ではいいできる。といってはいいできる。といってはいいできる。といってはいいできる。といってはいいできる。では、ことができる。といってはいいっとができる。といってはいいっとができる。といってはいいっとができる。といっというできる。といっというできる。といっというできる。といっというできる。といっというできる。といっというできる。といっというできる。といっといっというできる。といっというできる。といっというできる。といっているな数列の極限を求めることができる。ことができる。ことができる。ことができる。この簡単な級数の収束・発散を調べ、そとができる。この簡単な級数の収束・発散を調べ、そ	
Charact ☑ Active Course	Plan lst	講義がおのたまである。 講義必おの60なえています。 Class / 1st 2nd 3rd 4th 5th 6th	Uつかり理解に努理という。 認可し教科書や問題にという。 というである。 し合で評価を当る。 したで評価を当る。 したで評価を当る。 にするである。 がである。 がである。 がである。 がである。 がである。 がである。 がからことを学ある。 がである。 がの一展開 関数の展開 関数の展開 関数の展開	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにして のでは ででは ででは ででは ででは ででいる でいる でいる でいる でいる でいる でいる でい	大声	はいます。ことではいることではいることではいます。ことではいることではいいます。 このにではいいではいいではいいではいいではいいではいいできる。 このいて理解し、簡単な2階微分方程ことができる。 はいたができる。 はいたができる。というできる。簡単な1変数とのできる。 はないられば、2次近似式を求めることができる。 はないることができる。 はないられば、2次近似式を求めることができる。 はないられば、2次近似式を求めることができる。 はないられば、2次近似式を求めることができる。 はないられば、2次近似式を求めることができる。 はないられば、2次近似式を求めることができる。 はないられば、2次近似式を求めることができる。 はないるな数列の極限を求めることができる。 はないるな数列の極限を求めることができる。 はないるな数列の極限を求めることができる。 はないるな数列の極限を求めることができる。	
Charact Active Course	Plan lst	講義がまるに 講義必おののなえ保学 of Class / 1st 2nd 3rd 4th 5th 6th	Uつかり理解に努理という。 図し教験を50%、 以上を含いる。 以上をごする。 にこれる。 にこれる。 にこれる。 にこれる。 にこれる。 にこれる。 にこれる。 にこれる。 がいまである。 はいまである。 はいまでなる。 はいまでなる。 はいまでなる。 はいまでなる。 はいまでなる。 はいまでなる。 はいまでな。 はいな。 はいまでな。 はいまでな。 はいな。 はいまでな。 はいまでな。 はいな。 はいな。 はいまでな。 は	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくようにしてのできます。	 (大) ない。 (大) ない。 (大) ない。 (大) をいうとのできます。 (大) をいうできます。 (大) をいうできます。 (大) をいうできます。 (大) では、 /ul>	は対していること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評価を期間までの要積評価の割合以上の評価割合)1/3以上の欠課。本科目は、授当学習時間の総計が、180時間に相当と対して関係を関していて理解し、簡単な2階微分方程とができる。場所微分方程式などいろいろな簡単なを解くことができる。簡単な1変数に次近似式・2次近似式を求めることができる。とができる。とができる。	
☑ Active Course	Plan lst	講義がおらいます。 講義がおらいなえ保証 of Class / 1st 2nd 3rd 4th 5th 6th 7th	Uつかり理解に努理という。 図し教験を50%、 以上を多する。 は合ではる。 にでいるのである。 Division in Le 図 Aided by Ie Theme 微分方程式 関数の展開 関数の展開 関数の展開 関数の展開 関数の展開	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ただし、この割合で もだり、この割合で でCBTを行 わかの週でCBTを行 予習・復習及び課題 earning	しておくように、そのでは、	(大) かい (大) では、 (大) で	こうに努めること。またその日のうちい試験を行うので日頃からよく勉強しり組み状況を30%として総合的に評価後期中間までの累積評価の割合は暫がよく出来ていれば割合以上の評価割合)1/3以上の欠課。本科目は、授当学習時間の総計が、180時間に相当学習時間の総計が、180時間に相当上できる。場形微分方程式などいろいろな簡単なとができる。関を求めることができる。関を求めることができる。関を求めることができる。の簡単な級数の収束・発散を調べ、そとができる。の簡単な級数の収束・発散を調べ、そとができる。の簡単な級数の収束・発散を調べ、そとができる。の簡単な級数の収束・発散を調べ、そとができる。の簡単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、そとができる。の間単な級数の収束・発散を調べ、それの間単な級数の収束・発散を調べ、それの間に収数の収束・発散を調べ、それの収束・発散を調べ、それの収集を収集を収集を収集を収集を収集を収集を収集を収集を収集を収集を収集を収集を収	

		12th	偏微分法			偏導関数を求めることがて	ご きる。
	13th 偏微分法		偏微分法			全微分の概念を理解し全微	対分に関する計算ができる。
		14th	偏微分法			接平面の方程式を求めるこ	ことができる。
		15th	偏微分法			合成関数の偏微分法を理解 ができる。	ない 保導関数を求めること
		16th	期末試験				
Evaluati	ion Meth	od and	Weight (%)				
		武		課題		平常点(授業への取り組み 状況)	Total
Subtotal		50		20	3	0	100
基礎的能力 5		50)	15	3	0	95
専門的能力	專門的能力 0		0	0	· · · · · · · · · · · · · · · · · · ·	0	
分野横断的	能力	0		5	0		5

Δ	kashi Co	ollege	Year	2024		Course Title	Mathematics III A-2		
Course	Informa	tion				1100	1		
Course Co		6306			Course Category	General	/ Compulsory		
Class For	mat	Lecture			Credits		ic Credit: 2		
Departme	ent	Electrical	and Computer I	Engineering	Student Grade	3rd			
Term		Second S	Semester		Classes per Wee	Veek 2			
Textbook Teaching		高遠節夫	他著:新微分積分	Ⅱ 大日本図書 i	高遠節夫他著:新微	分積分Ⅱ問題第	大日本図書		
Instructo	r	MATSUM	IYA Atusi						
これまでは を習得する (1)まず数 の計算がで (2) 理論の (3) 抽象的	ることを目標 列の収束・ ごきるように)忠実な理解	数学を基礎と 悪とする。 発散,級数の になる。 なもらも理	収束・発散,マクロ	ーリン級数を理解す きる能力を獲得する。	る。そして2変数関		こ専門的な応用数学が理解できる能力 ける曲面として理解し、偏微分や重積分		
Rubric									
			理想的な到達し		標準的な到達レベ	ルの目安	未到達レベルの目安		
==:/#:X			散,マクローリン にできる。そし	満,級数の収束・発 ン級数を理解が十分 で2変数関数を空間 にて十分に理解し 行の計算が十分に	数列の収束・発散 散,マクローリン級 。そして2変数関数 曲面として理解で 積分の計算ができ	数を理解できる 数を空間における き、偏微分や重	る 散,マクローリン級数を理解できな る い。そして2変数関数を空間におけ		
評価項目2			理論の忠実な理 に文章表現でき 得している。	解と自らも理論的 る能力を十分に獲	理論の忠実な理解 に文章表現できる いる。	と自らも理論的 能力を獲得して	理論の忠実な理解と自らも理論的 に文章表現できる能力を獲得して いない。		
評価項目3			抽象的枠組を具る能力を十分に	 !体的問題に適用す !獲得している。	抽象的枠組を具体 る能力を獲得して		抽象的枠組を具体的問題に適用する能力を獲得していない。		
Assiane	d Denar	tment Ob		_ · <u>~ · </u>					
	g Metho		<u> </u>						
Outline	ig i icciic	微分積分の	の基本概念及びそんな素養を獲得する。 ひま養を獲得する。	。主に数列の収束と	いろな計算手法を習 発散,級数の収束と勢	得し、専門分里 発散,マクローリ	予で応用する際のさまざまな事象の解 ン展開,2変数関数の偏微分とその応用		
Style		予習を前 たことや 題集にあ	提として教科書に満義で理解できなだる問題を解くよう(沿って講義する。また かったことは放置せ	ずに質問するように Tを活用した授業を	して下さい。そ することがある	して理解に努め、予習でわからなかっ その日のうちに必ず復習し教科書と問 。確認のため予告なく小試験を行うこ		
Notice		講義 におく に を で し 定 り た り た り た り た え る り え る り る り る る る る る る る る る る る る	しっかり理解に努 習し教科書や問題! と。試験を50%、 上を合格とする。 今で評価しばずし!	めること。疑問点は 集の問題を解いて問 課題等の提出物を20 ただし、この割合で ちょ記の割合になら	めず質問して、その 関演習を十分するこ 10%、発表および平見 評価点をつける。 選	都度解消する。 と。予告なくり 素の授業への取 は学年末であり、 題等や発表など	ように努めること。またその日のうち 小試験を行うので日頃からよく勉強し り組み状況を30%として総合的に評価 後期中間までの累積評価の割合は暫 どがよく出来ていれば割合以上の評価 割合) 1/3以上の欠課。本科目は、授 己学習時間の総計が、180時間に相当		
Charact	eristics	of Class /	Division in Le	earning					
☑ Active	Learning		☑ Aided by I	CT	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced		
Course	Plan								
			Theme		lo	Goals			
		1st	偏微分法の応用		1	9単な関数についずできる。簡単なることができる。	いて、2次までの偏導関数を求めること な関数について、高次偏導関数を求め		
		2nd	偏微分法の応用		係		。 て、基本的な2変数関数の極値を求める		
		3rd	偏微分法の応用		B	会関数の微分法	を応用した計算が出来る。		
	3rd		偏微分法の応用		<u> </u>	条件付き極値の	問題を解くことが出来る。		
	Quarter	5th	 偏微分法の応用				・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・		
						る応用問題が解し			
2nd			2重積分			重積分の定義を			
Semeste r		7th 8th	2 重積分 2 重積分		2	重積分の性質を 重積分の定義を	と理解し、簡単な2重積分を累次積分に		
						して求めるこ	とができる。 の入れ替えができる。様々な2重積分		
		9th	2重積分		0	D計算ができる。			
	4th	10th	2重積分		7	ごきる。			
	Quarter		変数の変換と重積		t	極座標に変換することによって2重積分を求めるこ ができる。			
			変数の変換と重積			重積分の変数変換が計算できる。			
		13th	変数の変換と重積	分		「義積分を求め	ることが出来る。		

		14th	変数の変換と重積分		重積分を用いて曲面積を求めることが出来る。			
		15th	変数の変換と重積分		重積分を用いて平均と重心	»を求めることが出来る。		
		16th	期末試験					
Evaluati	ion Meth	od an	nd Weight (%)					
			試験	課題	平常点 (授業への取り組み 状況)	Total		
Subtotal		į	50	20	30	100		
基礎的能力	基礎的能力		50	15	30	95		
専門的能力		(0	0	0	0		
分野横断的	能力	(0	5	0	5		

A	Akashi College Year 2024						Course Title	Mathe	matics III B		
Course	Informa	tion									
Course Co	ode	6307	7			Course Cate	jory	General /	Compu	Isory	
Class For	mat	Lecti	ıre			Credits		Academic Credit: 2			
Departme	ent	Elect	rical and	d Computer Er	ngineering	Student Grac	le	e 3rd			
Term		First	Semest	er		Classes per V	Veek	Veek 2			
	Materials	新線	形代数 I	高遠節夫ほか	5名共著(大日本図	图書)					
Instructo											
(1) Under	Objective rstand the rstand the	definition	on and bon of ma	oasic propertie atrix eigenvalu	es of linear transfo les and eigenvect	ormation by mors, and learn	atrix a compi	nd learn its c utational tech	computa nniques	ntional techniques. for diagonal matrices.	
rtabile			Id	deal Level		Standard Lev	/el		Unacc	eptable Level	
Achievement 1			L	earn and can omputing technatrices.		Understand t	he bas		Do no	t understand the basic uting techniques for	
Achievem	ient 2		a te	earn and can dean dean dean ced compection and compection and compections.	outational	Understand s computation matrices and	al tech	niques for	advan	t understand the more ced computing techniques umn vectors.	
Assigne	gned Department Objectives							<u> </u>			
	g Metho										
Outline	J		ents wil	l learn the app	olication of matric	es as the basis	s of line	ear algebra.			
Style					through lectures a				ents an	d quizzes, etc.	
Notice		Matr	ices, Ch	. 3: Matrices	sential for taking more of classes v			-	,	ook above) Ch. 2:	
Charact	eristics	•		vision in Lea		···· · · · · · · · · · · · · · · · · ·		a passing gi			
☑ Active		or cruc		☑ Aided by ICT ☑ Applicable to F			to Re	mote Class	☐ Ins	structor Professionally enced	
Course	Plan										
		<u> </u>	The	me			Goa				
		1st	Line	ear transforma	tion		tran	erstand the disformation.			
		2nd		inear transformation			tran	Understand and can apply the nature of linear transformations. Understand and can calculate synthesis			
	1st	3rd 4th		ear transforma			tran	transformations. Understand and can calculate synthesis transformations.			
	Quarter	5th		ear transforma			Und	erstand and	can cal	culate the linear ting the rotation.	
		6th	Line	ear transforma	tion		Und		can cal	culate the nature of	
		7th	Sun	nmary				Review / development			
1st		8th	Exe	rcise			Exe	rcise			
Semeste r		9th	Eige	envalues and t	heir applications			erstand the onvectors.	definitio	ns of eigenvalues and	
		10th			heir applications		Can	calculate eig	envalue	es and eigenvectors.	
		11th	Eige	envalues and t	heir applications		Und	erstand diag	onal ma	trices.	
	2nd Quarter	12th	Eige	envalues and t	heir applications			calculate for			
	Qua. co.	13th	Eige	envalues and t	heir applications			erstand and jonals.	can cal	culate the probability of	
14th Eigenvalues and their applica				heir applications		sym	Understand and can calculate the diagonals of a symmetric matrix by an orthogonal matrix.				
		15th 16th	Exe	rcise m			Exe	rcise			
Evaluat	ion Meth	od an	d Wei	ght (%)							
			Exam	- \ · - /	Presentation Att		Attend	ttendance		Total	
Subtotal						30			100		
Basic Pro	ficiency		40		30		30			100	
Specialize	ed Proficier	ncy	0	-	0		0	·		0	
Cross Are	a Proficier	ncy	0		0		0			0	

Д	Akashi College		Year	2024			urse ïtle	Basic Mechanics		
Course	Informa	tion	-	•		•	'			
Course Co		6308			Course Category	/ (General /	Compulsory		
Class For	mat	Lecture			Credits	A	Academic	Credit: 2		
Departme	ent	Electrical	and Computer	Engineering	Student Grade	3	3rd			
Term		Second S	Semester		Classes per Wee	Week 2				
Textbook Teaching										
Instructo	r	OGASAW	/ARA Hiromichi							
Course	Objectiv	es								
1. Can ha 2. Can ma formulas.	ake a dedı	and motior uctive infere	n based on the bence based on ba	asic laws of mecha asic matters, includ	nics, including ha ling reading and v	indling vriting	by calculi logical se	us. ntences containing mathematical		
Rubric										
			Ideal Level		Standard Level			Unacceptable Level		
Achievem	ent 1			rces and motions sed on the basic anics.	Can handle force based on the ba mechanics.			Cannot handle forces and motions based on the basic laws of mechanics.		
Achievem	ent 2		Can accuratel deductive infebasic matters	rence based on	Can make a ded based on basic r			Cannot make a deductive inference based on basic matters.		
Assigne	d Depar	tment Ob	jectives							
	g Metho									
Outline	J		earn about mech	nanics using calculu	JS.					
Style				a lecture style, and		e practi	ice and a	uizzes.		
This course's content will amount to 90 hours of study in total. These hours include the learning tim guaranteed in classes and the standard self-study time required for pre-study / review and complet assignment reports. Students must pre-study, review, and solve exercise questions for each class. Instead of learning each knowledge (the result of applying the law to a particular situation, how to problem) by memorizing it individually, students should understand the laws that govern them (inc being able to apply them to specific situations). To do it, if necessary, review the content learned diprevious years. Also, students should be aware of the relationships between the various laws and to understand concepts in physics systematically. Students who miss 1/3 or more of classes will not be eligible for evaluation.								y / review and completing estions for each class. cular situation, how to solve the that govern them (including		
Charact	eristics		Division in Le							
☐ Active		or class /	☐ Aided by I		☑ Applicable to	Remot	e Class	☐ Instructor Professionally Experienced		
Course	Plan									
Course			Theme		(Goals				
				, and acceleration	(tions of a point mass based on		
		2nd	Position, velocity	, and acceleration		Can describe motions of a point mass based on calculus.				
		3rd	Laws of motion		(Can explain the laws of motion and apply the specific problems.				
	3rd	4th	Laws of motion		5	pecific				
	Quarter	5th	Work and energ	у	ā	and end	ergy, and	concepts concerned with work apply them to specific problems.		
		6th	Work and energ	У	ō	and end	ergy, and	concepts concerned with work apply them to specific problems.		
		7th	Work and energ	У	ā	and end	ergy, and	concepts concerned with work apply them to specific problems. concepts concerned with impulse		
2nd Semeste		8th	Impulse and mo	mentum	, and a	and mo	mentum, ns.	and apply them to specific		
r		9th	Impulse and mo	mentum	(;	Can exp and mo problen	olain the o mentum, ns.	concepts concerned with impulse and apply them to specific		
		10th	Problem as sum	marized example	t	his cou	ırse deep	content learned in the first half of er through an example problem.		
		11th	Oscillation		C	scillati	ons and a	typical techniques for handling apply them to specific problems.		
	4th Quarter	12th	Oscillation			scillati	ons and a	typical techniques for handling apply them to specific problems.		
			Oscillation					typical techniques for handling apply them to specific problems. Intent learned in the first half of		
			Fluid dynamics		t	his cou	ırse to flu	intent learned in the first half of intent learned in the first half of		
			Fluid dynamics Final exam				irse to flu			
	1	1001	i mai caant							

Evaluation Method and Weight (%)										
	Examination	Practice / Quizzes	Attendance / Behavior	Total						
Subtotal	30	50	20	100						
Basic Proficiency	30	50	20	100						
Specialized Proficiency	0	0	0	0						
Cross Area Proficiency	0	0	0	0						

Akashi College		ollege	Year	2024			ourse Title	Science III -1	
Course	Informa	tion	· · · · · · · · · · · · · · · · · · ·						
Course Co	ode	6309			Course Category	y	General	/ Compulsory	
Class Forr	mat	Lecture			Credits	:	School (Credit: 1	
Departme	ent		and Computer E	ngineering	Student Grade				
Term		First Sem		5.1. In (1.2)	Classes per Wee		2		
Textbook Teaching	Matérials	「新編 イ版)	比学」(数研出版) Yasuhiro	、「リードa 化学 	学基礎+化学」(数例	研出版) ———	· 、 フ:	ォトサイエンス 化学図録」(数研出 	
Instructor			Yasuniro						
1. 物質の4 2. 化学反応 3. 無機物質	むに関する。 質に関する。	る基本事項に 基本事項につ 基本事項につ	ついて説明や計算 いて説明や計算が いて説明や計算が いて説明や計算が	できる。 できる。					
Rubric					1			1	
			理想的な到達レ		標準的な到達レベ	いの目	安	未到達レベルの目安	
評価項目1				する基本事項につ や正確な計算が十	物質の状態に関す いて説明や計算が			物質の状態に関する基本事項につ いて説明や計算ができない。	
評価項目2				る基本事項につい 正確な計算が十分	化学反応に関する て説明や計算がで	基本事 きる。	項につい	化学反応に関する基本事項につい て説明や計算ができない。	
評価項目3			無機物質に関すて的確な説明やにできる。	る基本事項につい 正確な計算が十分	無機物質に関するて説明や計算がで		項につい	無機物質に関する基本事項につい て説明や計算ができない。	
評価項目4				る基本事項につい 正確な計算が十分	有機物質に関する て説明や計算がで		項につい	有機物質に関する基本事項につい て説明や計算ができない。	
Assigne	d Depar	tment Ob	jectives						
Teachin	g Metho	od							
Outline		この科目にいて講義形学反応にて	は、企業で化学に関 が式で授業を行う <i>も</i> Oいて学ぶ。化学を	関する研究開発を担 5のである。化学基 5通して科学的思考	当していた教員が、 礎(サイエンスIIB) ⁻ を養う。	その経 で学習し	経験を活力 した内容	かし、様々な化合物の性質や反応につ をもとに、様々な化学物質の性質や化	
Style		理解度を研		テスト等を適宜実施					
Notice		日常生活を CBTについ 評価の対象	を科学的に考察する いては、日時を振り 象としない欠席条件	ることによって、「 [,])替えて行うことが (割合) 1/3以上	化学」が身近な存在 ある。 :の欠課	Eである 	ことを認	窓識して欲しい。	
Charact	eristics (of Class /	Division in Le	earning					
□ Active	Learning		☐ Aided by IC	☑ Applicable to	oplicable to Remote Class				
Course	Dlan								
Course	riaii	T-	Гһете			Goals			
				0.1#\/#			アモルフ・	アス、金属結晶、イオン結晶に関する	
		1st 4	物質の状態1 固体	(<i>0</i>) 構造				て説明や計算ができる。	
		2nd 4	物質の状態 2 分子	子間力、分子結晶、	共有結合の結晶	分子間力、分子結晶、共有結合の結晶に関する基本事 項について説明や計算ができる。			
		3rd 岩	物質の状態3 物質	質の状態変化	 - -	粒子の熱 蒸気圧に 。	熱運動、物 こ関する	物質の三態とエネルギー、気液平衡と 基本事項について説明や計算ができる	
	1st Quarter	4th 4	物質の状態4 気体	の体積と状態方程			本積と状態 算ができる	態方程式に関する基本事項について説 る。	
		5th 均	物質の状態5 混合	合気体の圧力と実在	気体 湯	混合気体 説明や記	本の圧力。 計算ができ	と実在気体に関する基本事項について きる。	
		6th	物質の状態 6 溶液	夜、希薄溶液の性質	とコロイド溶液	容解、剤 頃につい	予薄溶液の ハて説明 ⁴	の性質とコロイド溶液に関する基本事 や計算ができる。	
1st Semeste		7th 指	物質の状態に関する	る総括	4	物質の物	犬態に関	する問題を解き、説明できる。	
r		8th	支応速度と平衡1	化学反応と熱、ヘ			たと熱、∕ 計算ができ	へスの法則に関する基本事項について きる	
		9th J	支応速度と平衡 2	化学反応と光	/	へスの流			
		10th //	 支応速度と平衡 3	電池と電気分解	Ē		電気分解の	ことである基本事項について説明や計算	
	2nd			化学反応の速さと	反応条件、化学 4	化学反应		と反応条件に関する基本事項について きる。	
	Quarter		支応速度と平衡 5	可逆平衡と化学平	海		新、化学 ³	平衡に関する基本事項について説明や	
		13th	支応速度と平衡 6	平衡状態の変化	3		まの変化(こ関する基本事項について説明や計算	
		14th <i>J</i>	支応速度と平衡 7	平衡状態、電解質	質溶液の化学平衡 -	 平衡状態 ついて記	態、電解質 説明や計算	質溶液の化学平衡に関する基本事項に 算ができる。	

		15th <i>5</i>	支応速度と平衡 に関する総括		反応速度と平衡に関する問題を解き、説明できる。				
		16th #	明末試験						
Evaluati	Evaluation Method and Weight (%)								
			定期試験	実験・レポート 等	・小テスト・課題	Total			
Subtotal			60	40		100			
基礎的能力	J		60	40		100			
専門的能力)	•	0	0		0			
分野横断的	能力		0	0		0			

Δ	kashi Co	olleae	Year	2024			urse	Science III -2	
	Informa			1			itle		
Course Co		6310			Course Categor	rv (General	/ Compulsory	
Class For		Lecture			Credits		School C	•	
Departme			and Computer E	ngineering	Student Grade		3rd		
Term		Second S	emester		Classes per We	eek 2			
Textbook Teaching	Materials			ノードa化学基礎+化	2学」数研出版、	「フォトち	ナイエンス	ス 化学図録」数研出版	
Instructo		SAKURAI	Yasuhiro						
1. 周期表 2. 無機物 3. 有機物 4. 化学に	質の性質、, 質の構造、'	化学物質の性 反応を理解し 官能基を理解	質を理解し、説明 説明できる。 し、性質や反応を 、安全性や環境問	説明できる。					
Rubric			理想的な到達レ		標準的な到達レ	ベリ <i>の</i> 日:		未到達レベルの目安	
==/====			物質の状態に関	する基本事項につ	物質の状態に関う				
評価項目1			分にできる。	や正確な計算が十 	いて説明や計算が			いて説明や計算ができない。	
評価項目2			10子及応に関す て的確な説明や にできる。	る基本事項につい 正確な計算が十分	化学反応に関する て説明や計算が		頃につい	化学反応に関する基本事項につい て説明や計算ができない。	
評価項目3			無機物質に関す て的確な説明や にできる。	る基本事項につい 正確な計算が十分	無機物質に関するて説明や計算が		頃につい	無機物質に関する基本事項につい て説明や計算ができない。	
評価項目4			有機物質に関す て的確な説明や にできる。	る基本事項について正確な計算が十分	有機物質に関する て説明や計算が	る基本事 []] できる。	頃につい	有機物質に関する基本事項につい て説明や計算ができない。	
Assigne	d Depar	tment Ob	jectives						
Teachin	ig Metho	od							
Outline		一いて講義用	『式で授業を行う。	関する研究開発を担 ちのである。化学基 を通して科学的思考	礎(サイエンスIIB)	、その経)で学習し	験を活か た内容を	し、様々な化合物の性質や反応につ をもとに、様々な化学物質の性質や化	
Style				ハ、確認テストを適					
Notice		日常生活を CBTについ	を科学的に考察する)ては、日時を振り	ることによって、「A O替えて行うことが 牛(割合) 1/3以上	 化学」が身近な存 ある。	在である	ことを認	識する。	
Charact	eristics	•	NC いない人 雨来で Division in Le		<u>の人味</u>				
□ Active	Learning	,	☐ Aided by I			to Remote Class			
_									
Course	Plan	1 1_				Ι			
			「heme 無機物質-1 水素と		 17族 (ハロゲン)	Goals 水素や希	ガス、ノ	しロゲンの単体や化合物の性質や反応 説明できる。	
		2nd #	無機物質-2 16族	(酸素と硫黄)	,	について理解し、説明できる。 酸素や硫黄の単体や化合物の性質や反応について理解 し、説明できる。			
		3rd #	無機物質-3 15族	(窒素、リン) 14族	(炭素・ケイ素)	し、説明できる。 窒素、リン、炭素やケイ素の単体や化合物の性質や反 応について理解し、説明できる。			
	3rd	4th #	無機物質-4 1族	(アルカリ金属)、2	族	アルカリ ついて理	J金属、2 関解し、説	族元素の単体や化合物の性質や反応に 説明できる。	
	Quarter	5th 類	無機物質-5 1・2旅 沿)	実以外の典型元素(⁷	アルミニウム・亜	アルミニ 素の単体 できる。	ロウム、重ない はや化合物	亜鉛、水銀、スズ、鉛の単体の典型元 物の性質や反応について理解し、説明	
			無機物質-6 遷移元 雛と確認	素(3~11族)と	金属イオンの分			、銀クロム、マンガン)の単体および 反応について理解し説明できる。	
2nd Semeste		7th 4	有機物質-1 有機化	(合物の特徴と構造)	快定	有機化合 説明でき		数および構造式の決定手順を理解し、	
r		8th	有機物質-2 飽和炭 素(アルケンとア	化水素(アルカン) ルキン)	、不飽和炭化水	理解し、	説明でき		
		9th 4	有機物質-3 アルコ	1ールとエーテル		アルコー 説明でき		-テルの性質や反応について理解し、 	
		10th 4	有機物質-4アルデ	ヒドとケトン		できる。		トンの性質や反応について理解し説明 	
	4th	11th 4	有機物質-5 カルオ	ボン酸 エステル・i	曲脂・セッケン	反応にて	ついて理解	ステルおよび油脂やセッケンの性質や 解し、説明できる。	
	Quarter	12th 4	有機物質-6 芳香游	炭化水素-1		る、		D性質や反応について理解し説明でき	
		13th 4	有機物質-7 芳香族	炭化水素-2		る。		D性質や反応について理解し説明でき	
		14th 4	有機物質-8 高分子	化合物		古成局ケ 。	丁士、大祭	[、]	

	15th	後期まとめ		無機物質、有	与機物質の性質、反応について説明できる
	16th	期末試験			
Evaluation	Method and	Weight (%)			
		試験	その他		Total
Subtotal		35	65		100
基礎的能力		35	65		100
専門的能力		0	0		0
分野横断的能力	J	0	0		0

А	kashi Co	ollege	Year		2024			Course Title	Physical Education III-1		
Course :	Informa	tion	<u> </u>				1				
Course Co		6311				Course Catego	ry	General /	' Compulsory		
Class Forr	nat	Skill				Credits	•	School Ci			
Departme	nt	Electrical	and Compute	er En	gineering	Student Grade	e 3rd				
Term		First Sem	•		<u> </u>	Classes per We					
Textbook Teaching						,					
Instructor		GOTOH T	akayuki,ISHIDA Masami								
Course	Obiectiv	es	•								
Particip Can tal	ate in clas	sses to impr	ports safely. A	own Also,	health and phys recognizes the s	ical strength. Al ignificance of co	so, ha Ilabora	ve some le ating and c	evel of self-discipline. cooperating with the team and can		
Rubric											
			Ideal Level			Standard Level			Unacceptable Level		
Achievem	ent 1		improve the	eir he engt	h. Have a high	Participate in c their health an strength. Have self-discipline.	d phys	sical ·	Do not participate in classes. Do not strive to improve their health and physical strength. Have a poor level of selfdiscipline.		
Achievem	ent 2		sport praction	ices a	ate in various and games, and titive. Also have e on games, etc.	Can actively payarious sport p games. And als for them.	ractice	es and	Do not participate in various sport practices and games.		
Achievement 3			Understand well, and ca teamwork.		role of a leader elp increase	Understand an take on the rol	d can e of a	play or leader.	Do not understand the role of a leader. Also, never play that role.		
Assigne	d Depar	tment Ob	jectives								
	g Metho										
Outline		the habit Students content. tennis, of students.	of playing spo will split into Students can ther sports as	orts grou choo dete	on a daily basis. Ips and leaders wase from: Softballer Ermined feasible	This class requing the class requing the class reacter, futsal, by teachers whith the class requires the class requires the class requirements and class requirements requirem	res an to pla tennis le ensi	active and in, review, s, basketba uring safet	h of sports so that they can build proactive attitude to participate. and implement the course all, volleyball, badminton, table y, based on requests from		
Style		the basic teamwor	skills they lea k while collabo	arneo orati	l in previous year ng and cooperati	rs. They are also ng with your tea	enco am wit	uraged to th your lea	e rules, how to play games, and experience the fun of enhancing der in the center. Students should s support their effort.		
Notice		grade. Do not These are Use of Tardin but their If it is that class absence.	training wear and athletic shoes. If students fail to wear them, points will be on the wear accessories, watches, or any other unnecessary items, as well as chewing also eligible for grade deduction. If smartphones or any other unrelated activities during class are subject to point ess will be excused for the first 20 minutes. Students can participate in the clar attendance will be marked as absent. If still the discovered that a student left class early without being excused (ditching class will be marked as absent, and their grade for previous classes will suffer a discovered that a student left classes will not be eligible for evaluation.			ell as chewing gum during class. ject to point deductions. te in the class after 20 minutes, tching class), their attendance for suffer a deduction equal to an					
Charact	eristics (Division in						•••		
☑ Active		<u> </u>	☐ Aided by			☑ Applicable t	o Rem	ote Class	☐ Instructor Professionally Experienced		
						· 			· ·		
Course	Plan										
		-	Theme				Goals				
		1st	tsal, tennis, bask ton, table tennis, sible by teachers equests from stu	other sports while ensuring	Unde	rstand the e. Split into	purposes and objectives of this o teams in each sport and select a				
			volleyball, bad as determined safety, based o	lmini I feas on re	tsal, tennis, bask ton, table tennis, sible by teachers equests from stu	other sports while ensuring dents.	Can d	lo warm-u t on the cl	p and practice, play games, and ass, led by a leader.		
1st Semeste r 1st Quarter 3rd		3rd \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	volleyball, bad as determined safety, based	lmini I feas on re	tsal, tennis, bask ton, table tennis, sible by teachers equests from stu	other sports while ensuring dents.	Can d reflec	lo warm-u t on the cl	p and practice, play games, and ass, led by a leader.		
	4th		volleyball, bad as determined	lmini I fea:	tsal, tennis, bask ton, table tennis, sible by teachers equests from stu	other sports while ensuring	Can d reflec	lo warm-u t on the cl	p and practice, play games, and ass, led by a leader.		
		5th	volleyball, bad as determined	lmini I fea:	tsal, tennis, bask ton, table tennis, sible by teachers equests from stu	other sports while ensuring	Can do warm-up and practice, play games, and reflect on the class, led by a leader.				

		6th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requi	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		7th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requi	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		8th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		9th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Split into teams in each	sport and select a leader.
		10th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		11th		table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	?nd Quarter	12th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.
		13th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring		ractice, play games, and by a leader.
		14th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		15th	Softball, soccer, futsal volleyball, badminton, as determined feasible safety, based on requ	table tennis, other sports by teachers while ensuring	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		16th	No final exam			
Evaluatio	n Meth	od an	nd Weight (%)			
			Approach to a class	Practical skill	Leadership	Total
Subtotal			75		10	100
Basic Profic	iency		75	0	0	75
Specialized Proficiency 0			0	0	0	0
Cross Area	Proficien	су	0	15	10	25

А	Akashi College		Year	2024		C	Course Title	Physical Education III-2		
Course	Informa	tion								
Course Co	ode	6312			Course Categor	У	General	/ Compulsory		
Class Forr	mat	Skill			Credits		School C	redit: 1		
Departme	ent	Electrica	and Computer E	Engineering	Student Grade					
Term		Second S	Semester		Classes per Week 2					
Textbook Teaching										
Instructor	-	ISHIDA I	Masami,MAEDA Tadanori							
Course	Objectiv	es								
・ Can tal	ke action t	sses to impi to conduct s action to do	sports safely. Also	vn health and physo, recognizes the s	ical strength. Als ignificance of col	so, ha labora	ve some lating and	evel of self-discipline. cooperating with the team and can		
Rubric	,									
			Ideal Level		Standard Level			Unacceptable Level		
Achievem	ent 1		improve their	gth. Have a high	Participate in cl their health and strength. Have self-discipline.	d phys	sical '	Do not participate in classes Do		
Achievem	ent 2		sport practices are very comp	ipate in various s and games, and petitive. Also have nce on games, etc.	Can actively pa various sport pi games. And als for them.	ractice	es and	Do not participate in various sport practices and games.		
Achievem	ent 3			ne role of a leader	Understand and take on the role	d can	play or leader.	Do not understand the role of a leader. Also, never play that role.		
Assigne	d Depar	tment Ob	jectives							
Teachin	g Metho									
Outline		the habit Students content. tennis, o students	of playing sport will split into gro Students can cho ther sports as do	s on a daily basis. oups and leaders v oose from: Softbal etermined feasible	This class requir vill take the lead l, soccer, futsal, by teachers whil	es an to pla tennis e ensi	active and an, review s, basketb uring safe	th of sports so that they can build diproactive attitude to participate., and implement the course all, volleyball, badminton, table ty, based on requests from		
Style		the basic teamwor take the	skills they learn k while collabora initiative in creal	ed in previous yea ating and cooperati ting a safe and wel	rs. They are also ng with your tea coming class, ar	enco m wit d the	uraged to th your lead instructor	ne rules, how to play games, and experience the fun of enhancing ader in the center. Students should support their effort.		
Notice		grade. Do no These ar Use of Tardir but their If it is that clas absence.	t wear accessorice also eligible for frametrick smartphones or ness will be excusuattendance will discovered that is will be marked	es, watches, or and r grade deduction. r any other unrelat sed for the first 20 be marked as abse a student left class	y other unnecessed activities duri minutes. Studer ent. s early without be sir grade for prev	sary ito ng cla nts car eing e vious c	ems, as wass are sub n participa excused (d classes wil	nts will be deducted from their rell as chewing gum during class. eject to point deductions. It in the class after 20 minutes, litching class), their attendance for a deduction equal to an on.		
Charact	eristics o		Division in Le		ises will flot be eligible for evaluation.					
☑ Active			☐ Aided by I		☑ Applicable to	Rem	ote Class	☐ Instructor Professionally Experienced		
	DI.									
Course	rian 	<u> </u>	Th		1	<u> </u>				
		1st	volleyball, badmi as determined fe	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	other sports while ensuring		rstand the e. Split int	purposes and objectives of this teams in each sport and select a		
		2nd	Softball, soccer, volleyball, badmi as determined fe	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	ketball, other sports while ensuring	Can do warm-up and practice, play gam reflect on the class, led by a leader.		p and practice, play games, and lass, led by a leader.		
2nd Semeste r		3rd	volleyball, badmi as determined fe	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	other sports while ensuring	Can do warm-up and practice, play games, and reflect on the class, led by a leader.				
		4th	volleyball, badmi as determined fe	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	other sports while ensuring	Can d reflec	lo warm-u t on the c	p and practice, play games, and lass, led by a leader.		
		5th	volleyball, badmi as determined fe	futsal, tennis, bask inton, table tennis, easible by teachers requests from stu	other sports while ensuring	Can d	lo warm-u t on the c	p and practice, play games, and lass, led by a leader.		

		6th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		7th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		8th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and p reflect on the class, led	ractice, play games, and by a leader.
		9th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Split into teams in each	sport and select a leader.
		10th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		11th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
	4th Quarter	12th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		13th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e bv teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		14th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin	Can do warm-up and preflect on the class, led	ractice, play games, and by a leader.
		15th	Softball, soccer, futsa volleyball, badminton as determined feasibl safety, based on requ	, table tennis, other sports e by teachers while ensurin		ractice, play games, and by a leader.
		16th	No final exam			
Evaluation	on Meth	od an	nd Weight (%)		•	
Lvalaati	J. 7 1 CC1		Approach to a class	Practical skill	Leadership	Total
Subtotal			75	15	10	100
	Basic Proficiency 75 0				0	75
Specialized Proficiency 0 0				0	0	0
Cross Area		-	0	15	10	25
		- '		•		-

A	kashi Co	ollege	Year	2024		Course Title	English Ⅲ-1		
Course	Informa	tion				•			
Course Co	ode	6313			Course Category	/ General /	Compulsory		
Class Forr	mat	Lecture			Credits	School C	redit: 1		
Departme	ent	_	l and Computer	Engineering	Student Grade				
Term	1.7	First Sen			Classes per Wee				
Textbook Teaching	Matérials	<u>Èdition (</u>	Sides to Every D Kirihara Shoten OTO Nana	oiscussion (Seibido)	, (2) DataBase 5	th Edition (Kirih	ara Shoten), (3) NextStage 4th		
Instructor		1	TO Nana						
Develo attitudes Can list readiness Can list	to use Eng ten to, rea ten to, rea	s to try to collish in real id, and com	life. imunicate about	daily life and famili	iar topics with a c	certain degree o	ures, and can make use of these f accuracy, fluency, and ding their own specialties. Also,		
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		English and to different culture	with others in	Develop attitude communicate wi English and to u different culture use of these atti English in real lif	ith othérs in nderstand s, and can mak tudes to use	Do not develop attitudes to try to communicate with others in English or to understand different cultures, and cannot make use of these attitudes to use English in real life.		
Achievem	ent 2		Can listen to, communicate and familiar to accuracy, flue readiness.	about daily life opics with	Can listen to, re communicate ab and familiar topi certain degree of fluency, and rea	oout daily life ics with a of accuracy,	Cannot listen to, read, and communicate about daily life and familiar topics with a certain degree of accuracy, fluency, and readiness.		
Achievem	basic information about their specialties. Also,				about social topics and basic information and				
Assigne	d Depar	tment Ob	ojectives	-					
	g Metho		-						
Outline	9	The aim	of this course is and to improve	to raise the levels students' English s	of individual skills kills so that they	s such as listeni can express the	ng, grammar, vocabulary, and ir own opinions.		
Style		Students	are expected to	review the conten	t of the class.		d exercises using textbooks.		
Notice		•	•	r more of classes v	vill not be eligible	for evaluation.			
Charact	eristics (of Class /	Division in L	earning	1				
☑ Active	Learning		☐ Aided by I	СТ	☐ Applicable to	Remote Class	☐ Instructor Professionally Experienced		
Course	Plan								
			Theme		(Goals			
		1st	Class summary	description	l	Jnderstand the	class schedule		
		2nd	Unit 1		Į.	esson tasks.	ulary and grammar rules set as		
			Unit 3		I	esson tasks.	ulary and grammar rules set as		
	1st Quarter		Exercise Unit 5		L		ulary and grammar rules set as		
			Unit 6		L		ulary and grammar rules set as		
						esson tasks. :			
1st		7th	Exercise			Exercise	ulan, and grammar rules set as		
Semeste 8th		8th	Unit 7		I	esson tasks.	ulary and grammar rules set as		
			Unit 10			esson tasks.	ulary and grammar rules set as		
			Exercise			Exercise earn the vocah	ulary and grammar rules set as		
	2nd	11th	Unit 12		<u> </u>	esson tasks.	<u> </u>		
	Quarter	12th	Unit 13		Į.	esson tasks.	ulary and grammar rules set as		
		13th	Unit 14			Learn the vocab esson tasks.	ulary and grammar rules set as		
		14th	Exercise		E	Exercise			
		15th	Review		F	Review			

		16th	Final exam			Test the student understanding of the content learned so far.			
Evaluatio	n Metho	od and \	Neight (%)						
		Examina	ation	Presentation	Mutual Evaluati between stude		Others	Total	
Subtotal		50		0	0		50	100	
Basic Profic	iency	50		0	0		50	100	
Specialized Proficiency		0		0	0		0	0	
Cross Area Proficiency		0		0	0		0	0	

А	kashi Co	ollege		Year	2024		Course Title	ا	English Ⅲ-2
Course	Informat	tion							
Course Co	ode	6314				Course Categor	y Gener	ral /	Compulsory
Class Forr	mat	Lecture				Credits	Schoo	ol Cre	edit: 1
Departme	ent	Electrica	and C	Computer En	ngineering	Student Grade	3rd		
Term		Second 9	Semest	ter		Classes per We	ek 2		
Textbook Teaching		Welcome Edition (e TOEIC® L	&R Test -New Ed	ition-/『データ⁄	ベース4500』	(継	続)/『NextStage』4th
Instructor	-	MORIMO	TO Na	ina					
Course	Objectiv	es							
ができる。 ·日常生活	や自分の身流	近なことにて	いて、	ある程度の的	り確さ、流暢さ、即	応性をもって内容	『を聴解、読解	1、伝	場面での英語の使用に役立てること 達できる。 単な意見交換ができる。
Rubric									
			理想	!的な到達レ^		標準的な到達レク	ジルの目安		未到達レベルの目安
評価項目1	相手と英語でコミュニケーション 相手と英語 を図ろうとする態度や異文化を理 を図ろうとす 質目1 解しようとする姿勢を身に付け、 解しようと 実際の場面での英語の使用に応用 実際の場面				相手と英語でコミを図ろうとする態解の場面での多 実際の場面でのある	態度や異文化を 姿勢を身に付け き語の使用に役	·理 t、	相手と英語でコミュニケーション を図ろうとする態度や異文化を理 解しようとする姿勢を身に付け、 実際の場面での英語の使用に役立 てることができない。	
評価項目2	価項目1 価項目2 価項目3 ssigned Department Obeaching Method utline リスニングの向上をE		いて	【、的確さ、流 のて内容を聴解)身近なことにつ 記暢さ、即応性を 解、読解、伝達で	日常生活や自分のいて、ある程度の、即応性をもって解、伝達できる。)的確さ、流暢	≣	日常生活や自分の身近なことについて、ある程度の的確さ、流暢さ、即応性をもって内容を聴解、読解、伝達できない。
評価項目3			関す て、	「る基本的な情	質や自分の専門に 情報や考えについ 読解、伝達に加 ごきる。	社会性のある話題 関する基本的な情 て、内容の聴解、 え、簡単な意見な	情報や考えにて 読解、伝達に	ひしき	社会性のある話題や自分の専門に 関する基本的な情報や考えについ て、内容の聴解、読解、伝達に加 え、簡単な意見交換ができない。
Assigne	d Depart	tment Ob	jectiv	ves					
Teachin	g Metho	d							
Outline					ーディングなどの個	固別スキルのレベル	レアップに加え	え、T	OEICで高得点が狙えるよう英語力
Style					トの後、教科書を何	まった講義と演習を	を行う。授業で	で行っ	 った内容について復習をする。
•		_							
						の欠課			
Charact	eristics o	of Class /	Divis	sion in Lea	arning	Γ			
□ Active	Learning			Aided by IC	Γ	☑ Applicable to	Remote Cla	ISS	☐ Instructor Professionally Experienced
	DI.								
Course	Pian		T I			T	<u> </u>		
			Theme	<u>e</u>			Goals ごよの吉叩ち		
		1st	授業概	要説明 ——————				題に	ついて理解する。
		2nd	Unit 1				レッスンの課 を習得する。	題と	して設定されている語彙・文法など
		3rd	Unit 2				レッスンの課 を習得する。	題と	して設定されている語彙・文法など
	3rd	4th	Unit 3				レッスンの課 を習得する。	題と	して設定されている語彙・文法など
	Quarter	5th	Unit 4				レッスンの課 を習得する。	題と	して設定されている語彙・文法など
		6th	Unit 5					題と	して設定されている語彙・文法など
		7th	Unit 6					題と	して設定されている語彙・文法など
2nd Semeste		8th	中間の	 まとめ					 理解したことをきちんと成果として きる
1		9th	Unit 7						<u>さる。</u> して設定されている語彙・文法など
		10th	Unit 8				レッスンの課	題と	
		11th	Unit 9					題と	して設定されている語彙・文法など
	4th Quarter		Unit 10					題と	して設定されている語彙・文法など
	2		Unit 1					題と	して設定されている語彙・文法など
			Unit 12				を習得する。 レッスンの課題として設定されている語彙・文法など		
		_	後期総征				を習得する。 後期の学習内	突に	
	İ	1201	区内小心	NZ II			スツハンナロリ	T ₁ C	フィ・C区日ッと。

		16th	期未試験			これまでの学習で理解したことをきちんと成果として 表現することができる。			
Evaluati	Evaluation Method and Weight (%)								
		試験		小テスト	相互評価	7	- の他	Total	
Subtotal		60		20	0	20	0	100	
基礎的能力	l	60		20	0	20	0	100	
専門的能力	l	0		0	0	0		0	
分野横断的	能力	0		0	0	0		0	

А	kashi Co	ollege	Year	2024			C	Course Title	English Conversation I-1	
Course :	Informa	tion								
Course Co	ode	6315				Course Categor	ry	General	/ Compulsory	
Class Forr	mat	Lecture				Credits		School C	redit: 1	
Departme	ent	Electrical	and Computer	Engineerin	ng	Student Grade		3rd		
Term		First Sen	nester			Classes per Week 2				
Textbook Teaching		Smart Ch Oxford U	noice (4th Edition niversity Press,	on) Student ISBN: 978	t Book 3 3-0-19-40	with Online Prac 06129-2.	tice, b	y Ken Wil	son and Alice Savage (2020)	
Instructor		HERBER	Γ John C.							
Course	Objectiv	es								
convey or 2) Learn t to a listen 3) Memor high school 4) Learn c and struct 5) Listen t minute, re 6) Speak	ne's meanithe rules of the rules of the volument of the volument of the volument of the volument of the volume is one is	ng to a lister of English processive process	ener. conunciation and conunciation and conunciation and conunciation conunciatio	d accents a nigh school ed for profe ccordance d use them on from the opics. alish using	nd use the Learn nessional exith the properly e content	nem properly in ew vocabulary in education, and u curriculum guid y. : spoken in a clea rms, regarding e	order in account in ac	to speak or rdance wi m properl for high so nunciation	chool in addition to the grammar at a speed of about 100 words a	
Rubric										
			Mastery Leve			Standard Level			Unacceptable Level	
Objective (Pronuncia			Clear pronun intonation	ciation and	l natural	Understandable and recognizab			Poor pronunciation using only Japanese katakana to try to speak English and flat intonation	
Objective (Pronuncia			Natural accer rhythm	nt, stress, a	and	Understandable and rhythm	e acce	nt, stress,	Incomprehensible accent, stress, rhythm	
Objective (Vocabula			Mastery of al vocabulary	l textbook		Mastery of mos vocabulary whi focused on in c			k Mastery of only a few of the textbook vocabulary which the teacher focused on in class lectures	
Objective (Vocabula	4 ary and Sy	ntax)	Mastery of al from the text teacher's lect	book and f		Mastery of mos grammar from from the teach	the te	xtbook an	Mastery of only some of the grammar from the textbook and from the teacher's lectures	
Objective (English C	5 Communica	ation)	Able to main conversation		C	Able to maintai conversation so			Not able to maintain a basic conversation	
	Objective 6 (English Communication) Able					Able to express English somew	opinion of the clean	ons in early	Not able to express opinions in English	
` _	Communica		Able to expla English	in ideas flu	iently in	Able to explain fluently in Engl		somewha	t Not able to explain ideas in English	
Assigne	<u>d Depar</u>	tment Ob	jectives							
Teachin	g Metho	d								
Outline		This cour they hav	rse focuses on I e learned from	English con previous cl	versatior lasses co	strategies and me alive in its sp	confide ooken	ence build form.	ing. Students will make the English	
Style		vocabula practice followed weeks, e	ry and gramma making English bv listening act	ng Englisl ons. The more En	n conversations next week will in alish conversation	about nclude on prac	the unit to a short v ctice. Afte	ne first week will focus on useful opic. Then, the students will ocabulary and grammar review, r 3 units have been taught over six and grammar tests will be given as		
Notice		Ifocused a	han 10 m	r completing this ninutes late for c vill not be eligibl	lass m	iav be cou	sfully. Students who do not stay nted absent.			
Charact	racteristics of Class / Division in Learning									
☑ Active	☑ Active Learning ☑ Aided by ICT				☑ Applicable to	o Rem	ote Class	☐ Instructor Professionally Experienced		
Course	Plan									
254.50			Theme				Goals			
		1st Unit 1: Using the present perfect to talk about hobbies		perfect c	ontinuous form	Learn	enough w lently and	ocabulary and grammar to speak fluently about the unit topic in		
1st	1st	2nd	Unit 1 (continue continuous forn	ed): Using n to talk ab	the prese	ent perfect vies	Listen intona Englis	to and protection, prof	ractice using the appropriate nunciation, stress, and rhythm of k more naturally about the unit	
Semeste r	Quarter	3rd	Unit 2: Using ir shows and cele	direct ques brities	stions to	talk about	Learn confid Englis	lently and	ocabulary and grammar to speak fluently about the unit topic in	
			Unit 2 (continudatalk about show			questions to	intona Englis	ation, pròr	ractice using the appropriate nunciation, stress, and rhythm of k more naturally about the unit	

	I		1	
5th	Unit 3: Using the pass about art	ive form to express opinion	s Learn enough vocabula confidently and fluently English.	ry and grammar to speak about the unit topic in
6th	Unit 3 (continued): Us express opinions abou	sing the passive form to t art	Listen to and practice u intonation, pronunciation English to speak more report topic in English.	on, stress, and rhythm of
7th	First Speaking Test		possible with the conve	fidently, and fluently as rsation partner of your y and grammar from the
8th	Mid-term Exam (first v	written test)	Master the relevant voc studied up to this point.	
9th	Unit 4: Using relative opeople are like	clauses to describe what	Learn enough vocabula confidently and fluently English.	ry and grammar to speak about the unit topic in
10th				sing the appropriate on, stress, and rhythm of naturally about the unit
11th	Unit 5: Using infinitive technology and produc	s and gerunds to talk about	Learn enough vocabula confidently and fluently English.	ry and grammar to speak about the unit topic in
12th			Listen to and practice u intonation, pronunciation English to speak more r topic in English.	on, stress, and rhythm of
13th	Unit 6: Using the past past events	perfect form to describe	Learn enough vocabula confidently and fluently English.	ry and grammar to speak about the unit topic in
14th	Unit 6 (continued): Us describe past events	ing the past perfect form to	Listen to and practice u intonation, pronunciation English to speak more r topic in English.	on, stress, and rhythm of
15th	Second Speaking Test		Speak as naturally, con possible with the conve choice, using vocabular textbook.	fidently, and fluently as rsation partner of your y and grammar from the
16th End-term		nd written test)	Master the relevant voc studied up to this point.	
d and	Weight (%)			
		Written Tests	Online Homework	Total
				100
				100
	5th 7th 8th 9th 10th 12th 13th 14th 15th 16th od and SS 44	about art Unit 3 (continued): Usexpress opinions about The First Speaking Test White 4: Using relative openie are like Unit 4 (continued): Use describe what people and interest of the standard product of the standard p	about art Unit 3 (continued): Using the passive form to express opinions about art The First Speaking Test Bith Mid-term Exam (first written test) Unit 4: Using relative clauses to describe what people are like Unit 4 (continued): Using relative clauses to describe what people are like Unit 5: Using infinitives and gerunds to talk about technology and products Unit 5 (continued): Using infinitives and gerunds to talk about technology and products Unit 6: Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events Unit 6 (continued): Using the past perfect form to describe past events	about art English. Unit 3 (continued): Using the passive form to express opinions about art First Speaking Test Oth First Speaking Test Oth Mid-term Exam (first written test) Unit 4: Using relative clauses to describe what people are like Unit 4 (continued): Using relative clauses to describe what people are like Unit 5: Using infinitives and gerunds to talk about technology and products Unit 5: Using infinitives and gerunds to talk about technology and products Unit 5: (continued): Using infinitives and gerunds to talk about to talk about technology and products Unit 6: Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Using the past perfect form to describe past events Unit 6: (continued): Usin

А	kashi Co	ollege	Year		2024			Course Title	English Conversation I-2	
Course	Informa	tion								
Course Co	ode	6316				Course Catego	ry	General	/ Compulsory	
Class Forr	mat	Lecture				Credits		School C	redit: 1	
Departme	ent	Electrical	and Computer	r Er	ngineering	Student Grade		3rd		
Term		Second S	Semester			Classes per Week 2				
Textbook Teaching		Smart Ch Oxford U	noice (4th Editi niversity Press	on) , IS	Student Book 3 BN: 978-0-19-40	with Online Prac 06129-2.	tice,	by Ken Wil	son and Alice Savage (2020)	
Instructor	-	HERBERT	Γ John C.							
Course	Obiectiv	es								
convey or 2) Learn t to a listen 3) Memor high scho 4) Learn c and struct 5) Listen minute, re 6) Speak	ne's meanithe rules of the rules of the volument of the volument of the volument of the volument of the volume is one is	ng to a lister of English proceedings of the control of the contro	ener. conunciation and in junior is terms required to structure in a high school, are sary informative and familiar to pressions in Erroressions n Erroressions in Erroression in Err	hig red accord accord ion opic nali	ccents and use the school. Learn new for professional expressional expression of the second properly from the content is second pasic terms the second pasic terms and use the second properly from the content is the using basic terms and use the second properly from the s	nem properly in ew vocabulary in education, and u curriculum guid /. spoken in a cle	ordern accordern accorder the second according to the	to speak condance with the condance with the condense with the condense con	chool in addition to the grammar at a speed of about 100 words a	
Rubric										
			Mastery Lev	el		Standard Level			Unacceptable Level	
Objective (Pronunci			Clear pronur intonation	ncia	tion and natural	Understandable and recognization			Poor pronunciation using only Japanese katakana to try to speak English and flat intonation	
Objective (Pronunci			Natural acce rhythm	ent,	stress, and	Understandable and rhythm	e acce	ent, stress,	Incomprehensible accent, stress, rhythm	
	Objective 3 (Vocabulary)			ıll te	extbook	Mastery of mos vocabulary whi focused on in c			k Mastery of only a few of the textbook vocabulary which the teacher focused on in class lectures	
	Objective 4 (Vocabulary and Syntax)				ne grammar ok and from the es	Mastery of mos grammar from from the teach	the t	extbook an	Mastery of only some of the grammar from the textbook and from the teacher's lectures	
	Objective 5 (English Communication)				n a basic iently	Able to maintai conversation so			Not able to maintain a basic conversation	
	Objective 6 (English Communication)			ess rly	opinions in	Able to express English somew			Not able to express opinions in English	
Objective (English C	7 Communica	ation)	Able to explain English	ain	ideas fluently in	Able to explain fluently in Engl		s somewha	t Not able to explain ideas in English	
Assigne	d Depar	tment Ob	jectives							
Teachin	g Metho	d								
Outline		This cour	rse focuses on e learned from	Eng	lish conversation	strategies and ne alive in its sp	confic	dence build form.	ing. Students will make the English	
Style	This class will spend t vocabulary and gram practice making Englis followed by listening a				or making English nversations. The ties and more Eng will include a spe	n conversations next week will i glish conversatio	about nclud on pra	t the unit to e a short v actice. After	ne first week will focus on useful opic. Then, the students will ocabulary and grammar review, r 3 units have been taught over six and grammar tests will be given as	
Active participation in English is focused and those who are mor Students who miss 1/4 or more					e more than 10 m	inutes late for c	lass r	nav be cou	nted absent.	
Charact	eristics o	of Class /	Division in I	Lea	arning					
☑ Active	✓ Active Learning		☑ Aided by	IC	Г	☑ Applicable t	o Rer	note Class	☐ Instructor Professionally Experienced	
Course	Plan									
		-	Theme				Goal	 S		
	1.5+				out how to "have	" or "get"	Lear confi Engli	dently and	ocabulary and grammar to speak fluently about the unit topic in	
2nd	3rd	2nd	Unit 7 (continu or "get" somet	ied)	: Talking about h g done	now to "have"	Liste intor Engli	n to and pro	ractice using the appropriate nunciation, stress, and rhythm of k more naturally about the unit	
Semeste r	Quarter		Unit 8: Using t potential impro		second conditiona ments	al to talk about	Lear	n enough vidently and	ocabulary and grammar to speak fluently about the unit topic in	
					: Using the secor ntial improvemen		intor Engli	nation, pror	ractice using the appropriate nunciation, stress, and rhythm of k more naturally about the unit	

		5th	Unit 9: Using should habout regrets and solu	nave and would have to talk utions	Learn enough vocabular confidently and fluently English.	ry and grammar to speak about the unit topic in	
		6th	Unit 9 (cont.): Using s to talk about regrets a	should have and would have and solutions	Listen to and practice u intonation, pronunciatio English to speak more r topic in English.	n, stress, and rhythm of	
		7th	First Speaking Test		Speak as naturally, compossible with a random topic selected by your to	partner and a random	
		8th	Mid-term Exam (first	written test)	Master the relevant voc studied up to this point.	abulary and grammar	
		9th	Unit 10: Using the per could, and must to sp	rfect forms of may, might, eculate	Learn enough vocabular confidently and fluently English.	ry and grammar to speak about the unit topic in	
		10th	Unit 10 (cont.): Using might, could, and mu	the perfect forms of may, st to speculate	Listen to and practice u intonation, pronunciation English to speak more r topic in English.	on, stress, and rhythm of	
		11th	Unit 11: Using the thin with and without inve	rd conditional to discuss life ntions	Learn enough vocabular confidently and fluently English.	ry and grammar to speak about the unit topic in	
	Ith Ouarter	12th	Unit 11(cont.): Using discuss life with and v	the third conditional to vithout inventions	Listen to and practice u intonation, pronunciatio English to speak more r topic in English.	on, stress, and rhythm of	
	•			ed speech to talk about	Learn enough vocabular confidently and fluently English.	ry and grammar to speak about the unit topic in	
	14th Unit 12 (continued): talk about news		Unit 12 (continued): l talk about news	Jsing reported speech to	Listen to and practice using the appropriate intonation, pronunciation, stress, and rhythm of English to speak more naturally about the unit topic in English.		
		15th	Final Speaking Test		Speak as naturally, compossible with a random topic selected by your to	partner and a random	
	16th En		End-term Exam (seco	nd written test)	Master the relevant voc studied up to this point.		
Evaluatio	n Meth	od ar	nd Weight (%)				
			Speaking Tests	Written Tests	Online Homework	Total	
Subtotal			40	30	30	100	
Basic Englis Communica			40	30	30	100	

А	kashi Co	ollege	Year	2024			ourse Title	Co+work II A
Course :	Informa	tion						
Course Co		6317			Course Categor	γ	General ,	/ Compulsory
Class Forr	mat	Seminar			Credits		School C	redit: 1
Departme	ent	Electrical	and Computer E	ingineering	Student Grade		3rd	
Term		First Sem	ester		Classes per We	ek	2	
Textbook Teaching		_	rk book~3年間の	の記録』、Co+wor	· · · · · · · · · · · · · · · · · · ·			チームの活動の内容に応じて適宜担当
Instructor	-	All faculty	,					
Course	Ohiectiv	'es						
自律に関す協働に関す	る到達目標 る到達目標	票:自己調整だ票:他者を尊す	ができる。 重しながらチームで き見し新しい提案が	で作業ができる。 ができる。				
Rubric								
			理想的な到達レ	ベルの目安	標準的な到達レイ	ベルの目	ョ安	未到達レベルの目安
自律に関す	る到達目標	票	た報告・連絡・を立て振り返る	ントや必要に応じ 相談ができ、目標 ことができる。こ の判断と工夫を加 動をとる。	タイムマネジメ た報告・連絡・ を立て振り返る。 れらのことをやる	泪談がて ことがて	ごき、目標 ごきる。こ	タイムマネジメントや必要に応じた報告・連絡・相談、目標を立て振り返ることの行動が伴わない。
協働に関す	る到達目標	<u> </u>	他者の意見をし 者を受け入れつ る。また、協働 とができる。こ	っかりと聞き、他 つか自己表現ができ 作業に貢献するこ れらを自分なりの え最善と思う行動	他者の意見をして 者を受け入れつて る。また、協働付 とができる。これ べき時に行う。	つ自己表 作業に買	長現ができ 貢献するこ	他者の意見をしっかりと聞くこと 、他者を受け入れつつ自己表現を 行う行動が伴わない。また、協働 作業に貢献する行動が伴わない。
創造に関す	⁻ る到達目標	E.	記録や収集した 踏まえ、新しい 案をすることが の及ぼす影響や 。そして、これ	情報の意味づけを ものやしくかの提 できる。また提案 範囲を特定できる らを自分なりの判 最善と思う行動を	新しいものやし。 ことができる。 影響や範囲を特別 これらのことをも	また提案 定できる	その及ぼす る。また、	記録や収集した情報の意味づけを 踏まえ、新しくものやしくみの提 案をすることができない。また提 案の及ぼす影響や範囲を特定でき ない。また、新しい提案をする行 動が伴わない。
Assigne	d Depar	tment Ob	iectives					
	g Metho							
Outline		本授業は、 。1人の教 交わりなと て行動しチ 誰かを幸む	員か1チームもし ゛)の中で、自律、	くは2チームを担急 協働、創造の能力 発揮して、メンバー 会との関わりを持つ	当する。多様な環境 を養成することを	も(他字 目的とす	『枓・他字』 する。受講	されたチームで行うPBL型授業である 年の学生との交わり、学外の人々との 住は、自らチーム内での役割を考え ことが求められる。活動テーマは、 含むもの、SDGs(持続可能な開発目
Style		内の人間関係 通書を作成 手一ムの担 役割分担を りかえりを	関係を構築する。次 その理解を深める。 なする。第7週の計 3当教員や学生から としながら計画的に そ行いチーム活動幸	欠にチームで、SDG それから話し合い 画発表会・意見交持 の助言を受ける。	is(持続可能な開発 を通じて、SDGsの 換会にてチームの活 助言を受け、適宜 イプの作成、実践 教員に提出する。	発目標) D目標に 野サーム ⁻ 活動ない 必要に	の17の目 つながる: マについで計画の修 どを進める むじて修正	介、アイスブレイクを通じてチーム標の目標の細分化項目の調査や把握をチームの活動テーマを確定し、活動計て、ブレゼンテーションを行い、他の正を行う。その後はチームで協力、。毎週、授業の終わりにチームでふを加えながら次回の目標を立てる。
Notice		(2) チー (3) 成果 上記 (1) う。(2)	-ムの取り組み209 20%(協働(50 は、ルーブリッ・ (3)は計画発表	、(自律(40%) + 1 % (協働(50%) - 30%) + 創造(50% クを用いた学生の自 長会での複数の教員 †(割合) 1/4以上の	⊦創造(50%)))) 1己評価、相互評価 などによる評価と	iと教員	の評価をも	5とに、チームの担当教員が評価を行 2合格とする。
Charact	eristics (of Class /	Division in Le	earning				
☑ Active			☑ Aided by IC		☑ Applicable to	o Remo	ote Class	☐ Instructor Professionally Experienced
Course	Plan							
354136		Т	heme			Goals		
		1st #	オリエンテーション 受業ガイダンス、 受業ガイダンスを する諸注意、評価	ン チームビルディング 受け、全体スケジュ 方法等を確認する。 りせ、チームビルデ	担当教員とチー		業の目的や	P進め方を理解する
1st Semeste r	1st Quarter	2nd	活動目標の決定お。 自で定めて記録する ってアイデアを出り 決定した活動目標(よび活動内容の計画 る。チーム活動に向	i、自己目標を各 iけ、テーマに沿 i、役割分担、ス	自律、	協働、創造	きの能力を身に付ける
		3rd 2	チーム活動の目標だ アを出し議論をする 法、役割分担、スク	よび活動内容の計画 決定に向け、テーマ る。決定した活動目 ケジュール等を決定 は活動を開始する。	に沿ってアイデ 標に沿って、方	自律、	協働、創造	造の能力を身に付ける

Subtotal	2	24		24	12	20		20	100
			プロセ 自律) 	個人評価(プロセ ス評価)(協働)	個人評価(プロセス評価)(創造)	物、幸働)	路台会)(協 	物、報告会)(創造)	Total
Evaluation						エー /	 ュ評価(成果	チーム評価(成果	
Fig. 1	- N4 ''	16th	•	険 実施せず - (0/)					
		15th	前期の指針のは一般では、一般では、一般では、一般では、一般では、一般では、一般では、一般では	今後の活動計画を確認 津、協働、創造に関し 己および相互に記録す 録をもとにチーム担当 を受ける。) ここれまでのチーム活 窓する。各自のチーム活 して目標達成した点や ける。自己および相互 は教員より個別にフィ	省み 反省 の行	チームや自身る	の行動を客観的にふり	Oかえることができ
		14th	前期の指針では、自行を自己を自己を自己を自己を自己を自己を言う。	今後の活動計画を確認 聿、協働、創造に関し 己および相互に記録す) ここれまでのチーム活 思する。各自の行動を いて目標達成した点や ける。自己および相合 対象員より個別にフィ	省み 反省 の行	チームや自身る	の行動を客観的にふり)かえることができ
I I	uarter	13th	チーム流活動計画ルの遅る	画書に従ってチームで	で活動を行う。スケジ 等が明らかになった場 5。		自律、協働、	創造の能力を身に付い	ける
2	nd	12th	ルの遅	画書に従ってチームで 延や実施方法の不備等	で活動を行う。スケジ 学が明らかになった場 う。中間報告会の準備	合、	自律、協働、	創造の能力を身に付い	ける
		11th	チーム流活動計画ルの遅る	画書に従ってチームで 近や実施方法の不備等	で活動を行う。スケジ が明らかになった場 う。中間報告会の準備	合、	自律、協働、	創造の能力を身に付い	ける
		10th	チーム流活動計画ルの遅る	舌動 画書に従ってチームで 延や実施方法の不備等	で活動を行う。スケジ 計が明らかになった場 う。中間報告会の準備	合、	自律、協働、	創造の能力を身に付い	ける
		9th	ルの遅る	画書に従ってチームで	で活動を行う。スケジ 等が明らかになった場 う。	ユー 合、	自律、協働、	創造の能力を身に付い	 ける
		8th	計画発表	見直し・チーム活動 表会&意見交換会を踏 ナジュールの遅延やす に場合、活動計画の値	替まえ、計画の見直し 関応方法の不備等が明 変正・変更を行う。	を行 らか	自律、協働、	創造の能力を身に付い	ける
		7th	活動内容		チームの活動について 企聞き、意見交換を行		チームの活動 他のチームの ができる	を簡潔に伝えることだ 活動を共有し評価し、	ができる 意見を伝えること
		6th	チーム流活動計画	 舌動	で活動を行う。計画発		自律、協働、	創造の能力を身に付い	ける
		5th	チーム流アを出し	、議論をする。決定し	Pi容の計画 け、テーマに沿ってア した活動目標に沿って し等を決定し活動計画 はする。	、方	自律、協働、	創造の能力を身に付ん	ける
		4th	チーム活アを出し法、役割	票の決定および活動♪ 舌動の目標決定に向い J議論をする。決定し 削分担、スケジュール る。完成後は活動を身	t、テーマに沿ってア いた活動目標に沿って い等を決定し活動計画	イデ 、方 書に	自律、協働、	創造の能力を身に付い	ける

基礎的能力

専門的能力

分野横断的能力

А		ollege	Year	2024			ourse Title	Co+work II B	
Course	Informa	tion		1			IIUC		
Course Co		6318			Course Categor	rv	General /	Compulsory	
Class For		Seminar			Credits	,	School Cr	<u> </u>	
Departme	ent	Electrical	l and Computer I	Engineering	Student Grade		3rd		
Term		Second S	Semester		Classes per We	eek	2		
Textbook Teaching		No requiteam.	red textbook and	d the required mate	erial will change	accord	ing to the	contents of the activity of each	
Instructor	r	All facult	У						
Course	Objectiv	es	•						
1) Self-re 2) Co-ope	liance: To	acquire ind	the ability to wo	lf-management ab rk in teams and re er and organize inf	spect the teamm	nates. ver and	l propose s	solutions to problems.	
Rubric									
			Ideal Level		Standard Level			Unacceptable Level	
1 Self-reli	iance		Schedule mar reporting, con planning goals teammates	ntact, consultation,	Individually abl management, contact, consul goals.	reportir	ng,	Not able to schedule management, reporting, contact, consultation, and planning goals	
2 Co-opei	ration skill	Open to different opinions, able to express the student persona opinion, and ability to lead the team into a consensus.			Open to differe to express the opinion, and at attributed role	studen oility to	t personal play the	Not open to different opinions, not able to express the student personal opinion, and can't to play the attributed role in the team.	
3 Creative	Creative Skills		gather inform and summariz information, for	an voluntarily ation, organize ze this orm ideas and ideas to others.	The student ca gather informa and summarize information, ar ideas to others	ition, or e this nd expla	rganize	The student can't voluntarily gather information, can't organize and summarize this information, and can't explain those ideas to others.	
Assiane	d Depar	tment Ob			,				
	ng Metho								
Outline		student of departments charge a someone will revis	can contribute to ents, different ac nd challenge the e other than the e their plan after	o a team in a variet ge, and people fror emselves in creating team members. Ea r its presentation a	y of environmer n outside the scl g something or p ach team has to t a briefing sess	nts (wo hool). E perform elabora ion and	rking with Each group activities ate a plan I retrospec		
Style		group wi breaks a and disco toward a of self-re teacher i individua performa	ith multiple stude nd other activitie over a problem to a solution to the eliance, co-opera in charge of the al goals. The cou	ents. After each stues that will help to owork with, make problem. Through tion, and creativity team. Based on the rse rubric is used t	udent introduces build relationship plans, divide ro working to solve the cour course rubric to self-evaluation	s thems ps with les ame this pr se star distribut n, mutu	selves to the in the grous ong the meroblem the the the the the the the the the the	domly selected to compose a ne team, they will perform ice up. Later the team will discuss embers and work together e students will achieve the goals are that you can contact the seach student has to establish ion, and to evaluate the ent has to fill a retrospective shee	
Notice		evaluation the end	on by the teacher of the term (2).	ne course is compor r in charge of the t or more of classes v	eam (1), and m	ultiple f	faculty me	lents, mutual evaluation, mbers at the briefing session at	
Charact	eristics		Division in Le		THE THE CHIGIDI	C 101 C	- 414440111		
☑ Active		or Glass y	☑ Aided by I		☑ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced	
Course	Plan								
Course	lull		 Theme			Goals			
		1st	Course overall g members of each confirmation of cadvice regarding evaluation methors	uidance, presentat h team, team builc course schedule, re g the activities, exp od. Later team me acher in charge me n building.	ling guidance, estrictions and lanation of the mbers and the	То асс	quire Self-r ve Skills.	eliance, Co-operation and	
2nd Semeste r	Each student set the activity targets goals. The team will discuss ideas are the activities. Later according to the		and a theme to e team activity plementation e members		quire Self-r ve Skills.	reliance, Co-operation and			
		3rd	goals. The team the activities. La goal, the group method, division	t the activity target will discuss ideas a ter according to th will work on the im of roles among th hich will be summa	and a theme to e team activity plementation e members		quire Self-r ve Skills.	reliance, Co-operation and	

Cross Area Proficiency			24 12 20			20	0	100
Specialize Proficiency	/ 0		0	0	0	0	0	0
Basic Proficiency			0	0	0	0	0	0
Subtotal	24		24	12	20	20	0	100
	Se	dividual lf-reliance rocess)	Individual Co-operation (process)	Individual Creativity (process)	Team Co- operation (process)	Team Creativity (process)	Other	Total
Evaluati			Veight (%)	I	T_		T	
		16th	No end-term Exam	1				
		15th	Retrospective meeting and summary of activit The group will discuss the results from the briefing session and review the team action pl The students will evaluate individually and mutually their achieved points and goals, regarding self-reliance, co-operation, and creativity.		rom the m action plan. ally and goals,	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		14th	Retrospective meeting and summary of activities: The group will discuss the results from the priefing session and review the team action plan. The students will evaluate individually and mutually their achieved points and goals, regarding self-reliance, co-operation, and creativity.			To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
				Briefing session: Report the activities of the team and listen to reports from other groups.		To acquire Self-reliance, Co-operation and Creative Skills.		
	4th Quarter	12th	Team activities: Work according to the action plan. The action plan may be modified/changed, according to schedule delay, the incompleteness of the implementation method, etc. Prepare to the briefing session.		To acquire Self-reliance, Co-operation and Creative Skills.			
		11th	Team activities: W plan. The action pl according to sched of the implementathe briefing session	an may be modit lule delay, the ind tion method, etc	fied/changed, completeness	To acquire Self-re Creative Skills.	ation and	
		10th	Team activities: W plan. The action pl according to sched of the implemental the briefing session	an may be modit lule delay, the ind tion method, etc	fied/changed, completeness	To acquire Self-reliance, Co-operation and Creative Skills.		
		9th	Team activities: W plan. The action pl according to sched of the implementathe briefing session	an may be moditule delay, the indition method, etc	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		8th	No mid-term Exam	1				
		7th	Team activities: W plan.	ork according to	the action	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		6th	Team activities: W plan. The action pl according to sched of the implemental	an may be moditule delay, the in-	fied/changed, completeness	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		5th	Setting targets and action plan. According the team, the group with them. The group with decide the method role sharing, schedule.	ling to the theme ip will draw ideas vill establish the to achieve it, de	e and goals of s and discuss activity goal, ecide members'	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and
		4th	Each student set the goals. The team we the activities. Later goal, the group will method, division or and schedule, which action plan.	ill discuss ideas a r according to the Il work on the im f roles among the	and a theme to e team activity plementation e members	To acquire Self-re Creative Skills.	eliance, Co-opera	ation and

А	kashi Co	ollege	Year	2024		Course Title	ICT Qualification II		
Course 1	Informa	tion	•	•			•		
Course Co		6319			Course Category	General	/ Elective		
Class Forn	nat	その他			Credits	School (Credit: 1		
Departme	nt	Electrical ar	nd Computer	Engineering	Student Grade	3rd			
Term		Year-round			Classes per Wee	k 1			
Textbook Teaching I		Nothing							
Instructor	•	TAKEUCHI	Masahiro						
The goal is following of IT Passpool	s to pass qualifying		cams of exterr is eligible for	nal organizations r credit.Evaluation v	elated to informati will be on a pass/fa	on processing ail basis and w	.Successful completion of the ill not be based on scores.		
Rubric									
			Ide	eal Level		Unaccer	otable Level		
Achieveme	ent 1		Pa Inf	Pass the Not pass the Information Security Management Information Security Management					
Assigne	d Depar	tment Obje		amination.		Examina	ation exam.		
	g Metho								
Outline		As a result	of learning in	the field of inform	ation engineering,	this course is	positioned as a course that grants		
Style		This is an ir	ording to the r ndependent st /EB sites for fu	results of qualificat tudy for the certific	cion examinations s cation examination	sponsored by	external organizations. Ires are given.Pay attention to the		
Notice		A certificate designated	e or other pro	of of acceptance is winter break.If the	required to receiv	ve credit.Appli le to submit p	cations must be submitted by the roof within this time frame, the		
Characte	eristics o	of Class / D	ivision in Le	earning					
□ Active		,	☐ Aided by I	<u> </u>	☐ Applicable to	Remote Class	☐ Instructor Professionally Experienced		
Carriage	Dlan								
Course I	Pidii	Th	eme			Goals			
		 	dependent stu	ıdv		Goals of each			
			me as above	iu y		Same as above	2		
			me as above			Same as above			
	1st	4th Sa	me as above		_	Same as above			
	Quarter	i .	me as above			Same as above			
		6th Sa	me as above		S	Same as above	2		
		7th Sa	me as above		S	Same as above	2		
1st		8th Sa	me as above		S	Same as above	2		
Semeste r		9th Sa	me as above		S	Same as above	9		
		10th Sa	me as above		9	Same as above	2		
		11th Sa	me as above		9	Same as above	2		
	2nd	12th Sa	me as above		9	Same as above			
	Quarter	13th Sa	me as above		S	Same as above			
		-	me as above		9	Same as above	2		
		-	me as above		9	Same as above	2		
			me as above		S	Same as above			
		1st Sa	me as above		9	Same as above	2		
			me as above			Same as above			
			me as above			Same as above			
	3rd Quarter		me as above			Same as above			
	Quarter		me as above			Same as above			
			me as above			Same as above			
2nd			me as above			Same as above Same as above			
Samosta			Same as above Same as above						
Semeste r					l c	Same as above			
Semeste r									
Semeste r		10th Sa	me as above		S	Same as above			
Semeste r	4th	10th Sa 11th Sa	me as above		9	Same as above Same as above	2		
Semeste r	4th Quarter	10th Sa 11th Sa 12th Sa	me as above me as above me as above		S S	Same as above Same as above Same as above			
Semeste r		10th Sa 11th Sa 12th Sa 13th Sa	me as above		S S S	Same as above Same as above			

	16th	Same as above			Same as above					
Evaluation Method and Weight (%)										
	Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total			
Subtotal	0	0	0	0	0	100	100			
Basic Proficiency	0	0	0	0	0	100	100			

Δ	kashi Co	ollege	Year	2024		Course Title	Mathematics Certification				
Course	Informa	tion	1	•		,	•				
Course Co		6320			Course Categor	y Genera	al / Elective				
Class For	mat	その他									
Departme	ent	Electrical a	cal and Computer Engineering Student Grade 3rd Classes per Week 1								
Term		Year-round	d		Classes per Wee	ek 1					
Textbook Teaching	and/or Materials	None									
Instructo	r	OMODA Ya	asuhiro								
Course	Objectiv	'es									
If you pas Practical	ss any of t Mathemati	he following o	amination by ar qualifications, yo Test: Level 2 use of passing.	n external organiza ou will be eligible f	ation with conter for credit recogni	nt related to r tion.	nathematics.				
Rubric											
			Ideal Level		Standard Level		Unacceptable Level				
			Practical Mathe	ematics	Practical Mather	matics	Practical Mathematics				
Achievem	nent 1	Proficiency Test: Pass Level pre- 1. Proficiency Test: Pass Level pre- 1. Proficiency Test: Pass Level pre- Level pre-1.									
Assigne	d Depar	tment Obje	ectives								
Teachin	ng Metho	od									
Outline		the results designated by the Edu	of qualification dexternal qualif ucational Affairs	examinations spo ication exams and Section of the Stu	nsored by exterr complete the pr ident Affairs Divi	nal organizati escribed prod sion, you will	bject that gives credits according to ons. If you pass one of the cedures by the deadline designated be awarded one credit.				
Style			•	ıualification exam,							
Notice		examination proof is no Absence co	ons taken in the ot submitted wit onditions (perce	first and second y hin this period. St entage) that are no	years are require rictly observe the	d for credit tre e deadline.	certificates of passing the ransfer. Credits will not be granted if condition				
Charact	eristics	of Class / L	Division in Le	arning	1						
□ Active	Learning		☐ Aided by IC	T	☐ Applicable to	Remote Cla	ss Instructor Professionally Experienced				
Course	Plan										
		Th	neme			Goals					
		1st Se	Self-directed learning			Voluntary stu lectures)	ldy for qualification exams (no				
		2nd sa	me as above			same as abov	ve				
		3rd sa	me as above			same as abov	ve				
	1st Quarter		me as above			same as abov	ve				
	Quarter	5th sa	me as above			same as above					
			me as above			same as above					
1st			me as above			same as above					
Semeste		t	me as above			same as abov	ve				
r			me as above			same as abov					
			me as above			same as abov					
		h	me as above			same as above					
	2nd		me as above			same as abov					
	Quarter		me as above			same as above					
		h	me as above			same as above					
			me as above			same as abov	ve				
			o final exam elf-directed lear	nina			udy for qualification exams (no				
				·····'9		lectures)					
			me as above			same as abov					
	3rd		ime as above			same as above					
	Quarter		me as above			same as above					
2nd			ime as above			same as abov					
2nd Semeste			ime as above			same as above					
r			ime as above			same as abov					
	-		ime as above			same as abov					
			ime as above			same as above					
ı	4th		ime as above			same as abov					
I	Quarter		me as above			same as abov					
			me as above			same as abov					
		13th sa	ame as above			same as abov	ve				

	14th	same as above		same as above			
	15th	same as above		same as above			
	16th	No final exam					
Evaluation Method and Weight (%)							
		Examination	Other		Total		
Subtotal		0	100		100		
Basic Proficiency		0	100		100		
Specialized Proficiency (0	0		0		
Cross Area Profici	ency	0	0		0		

Д	kashi Co	llege		Year	2024			ourse Title	Overseas Training I			
Course	Informa	tion	•				•	•				
Course Co	ode	6321	The state of the s									
Class For	mat	Practical	ctical training Credits School Credit: 1									
Departme	ent	Electrica	trical and Computer Engineering Student Grade 3rd r-round Classes per Week 1									
Term		Year-rou	ınd			Classes per We	ek	1				
Textbook	and/or							•				
Teaching												
Instructor			ty of	the departme	ent							
	Objectiv											
(1) Can tl	hink of thir	aining are a ngs from va te through	ariou	s perspectives	s through a variet ng experiences ov	y of training exp erseas.	erienc	es abroad.				
Rubric												
			Ic	deal Level	Standard Level			Unacceptable Level				
Achievem	Achievement 1			an think of thi rom various pe nrough a varie xperiences ab	erspectives ety of training	Can think of thi perspectives th of training expe	rough	a variety	Cannot think of things through various perspectives through a variety of training experiences abroad.			
Achievem	ent 2		th	an communica nrough a varie xperiences ov	ety of training	Can communication variety of training overseas.			Cannot communicate through a variety of training experiences overseas.			
Assigne	d Depar	tment Ob	ojec	tives								
Teachin	g Metho	d										
Outline		commúr	nicate	e through a va		experiencés over	seas. ⁻	Tȟe trainin	arious perspectives and to g can be carried out during an five days.			
Style				ing and debrie								
Notice Students are required to keep in close contact with their class teacher or supervisor. During the training, students are required to actively engage and communicate with the local people and act appropriately as a trainee, including their clothing and language. No conditions for missing classes that will not be eligible for a passing grade.								ople and act appropriately as a				
Charact	eristics (vision in Lea				<u>g</u> g				
☑ Active		<u> </u>		Aided by IC		☑ Applicable to	Remo	ote Class	☐ Instructor Professionally Experienced			
						•						
Course	Plan											
			Ther	me			Goals					
		1st		-								
		2nd										
		3rd										
	1st	4th										
	Quarter	5th										
		6th										
		7th										
1st		8th										
Semeste		9th										
		10th										
		11th										
	2nd	12th										
	Quarter	13th										
		14th										
		15th										
		16th	No f	final exam								
		1st										
3rd		4th 5th										
	Quarter 2nd											
2nd Semeste												
r		7th										
		8th										
		9th										
	4th	10th										
	Quarter	11th										
		12th										

	13th				
	14th				
	15th				
	16th	No final exam			
Evaluation	Method and	d Weight (%)			
		Report	Presentation	Tota	
Subtotal		50	50	100	
Basic Proficier	псу	0	0	0	
Specialized Pr	oficiency	0	0	0	
Cross Area Pro	oficiency	50	50	100	

Α	kashi Co	olleae	Year	2024		Course	Japanese Ⅲ-1	
	Informa			1		Title		
Course Co		6322			Course Category	/ General	/ Compulsory	
Class Forr		Lecture			Credits	School C	· · · · · · · · · · · · · · · · · · ·	
Departme			I and Computer E	- -naineerina	Student Grade	3rd	ileuit. Z	
Term	2110	First Sen	•	<u> </u>	Classes per Wee			
Textbook Teaching		Japanese College/0	e for Internationa Grauduate Stude	nts -kanji and voca	te Students -read aburally-, ALC / N	ing essays-, A atural Science	LC / Japanese for International Japanese for International uko Tomomatsu, 3A Corporation	
Instructor	<u> </u>	KUBOTA	Ikumi					
Course	Objectiv	es						
their spec	cialized fiel eate detail	d by onesel ed texts on	f . a wide range of	riting structure to topics and explain you can use word	vour own perspe	ctive.	ing comprehension to read texts in and the situation.	
rasiic			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1			text to understand nd explain the ir own words.	Understand the reading the text the contents by in the text as the	, and explain using the word	Cannot read the text and can	
Achievem	ent 2		Can write text clear structure perspective or	s in a detailed and e. Can tell your n a topic.	If there are any can write texts i clear structure. a tell your perspec	hints or advice n a detailed an and also can	and clear structure. Cannot tell	
Achievem	ent 3		naturally on valued	he other party	There are some parts, but can confluently to some	ommunicate	Cannot communicate fluently and naturally on various topics. Cannot use words according to the other party and the situation.	
Assiane	d Depar	tment Ob	•		•		•	
	g Metho		<u>, </u>					
Outline Style Notice		purpose materials on highly The teac Students	of this class is to s, which is more y specialized topic ther will use texts who miss 1/4 o	comprehensively specialized. At the cs, focusing on the books and make ar more of classes v	improve students same time, we a practice of commond distribute the h	' Japanese pro im to be able t nunicating one nandout.	a wide range of topics. The ficiency through various reading o convey opinions and suggestions 's perspective to others.	
Charact	eristics	of Class /	Division in Le	earning	ı			
☑ Active	Learning		☐ Aided by I	☐ Aided by ICT ☐ Applicable to		Remote Class	☐ Instructor Professionally Experienced	
Course	Plan							
Course	l		Theme			Goals		
			Orientation				class objectives and content.	
			Cross-cultural ad	laptation	L	Jnderstand the	experience of transitioning to a e. Can discover expressions unique	
		3rd	Cross-cultural ad	laptation	s	sentences and sparagraph. Car	with an awareness of the central supporting sentences of each share with others the thoughts feeling since starting KOSEN life.	
	1st Quarter	4th	Natural Science	Japanese 1	ā	bout chemistr		
	Quanto.	5th	Natural Science	Japanese 2	l	ise expressions	meaning of the words and how to related to chemistry.	
1st Semeste			Natural Science	Japanese 2	C	of the text.	what you learned from the content content of the text by comparing	
r		7th	Impulse-buying		į į	t with your ow	n experience.	
			Reflection		(h J	Can explain nev now your mind lapanese abiliti	w things you found out in class, have changed, and how your es and skills have developed.	
		9th	Natural Science	Japanese 4	ι	ise expressions	meaning of the words and how to related to engineering.	
		10th	Natural Science :	Japanese 4	C	of the 9th weel		
	2nd Quarter	11th	Educational issue	<u>2</u> S	J	earn about top apanese schoo content.	oics that are problematic in ols and be able to understand the	
		12th	Food and Japane	ese	(Understand onomatopoeia that expresses texture. Can discover onomatopoeias used in daily life and understand their meaning.		

		13th	Food and Japanese			Understand the sentenc Can use directive expres			
	14th		Japanese society thro	ough food	Can read columns on food and education issues, food and gender, understand the content, and share their own opinions on the topics within the group.				
		15th	Japanese society thro	ough food	ugh food		Can explain researched information and their own opinions trrough compareing some cases in their own countries.		
		16th	Final exam						
Evaluati	on Meth	od an	d Weight (%)						
			Examination	Assignments	Р	ortfolio	Total		
Subtotal			50	40	1	0	100		
Basic Profi	iciency	50		20	0		70		
Specialized	d Proficien	ency 0		0	0		0		
Cross Area	a Proficien	су	0	20	1	0	30		

Д	kashi Co	ollege	Year	2024		Course Title	Japanese Ⅲ-2		
Course	Informa	tion	<u>'</u>	1			·		
Course Co		6323			Course Categor	y General	/ Compulsory		
Class For	mat	Lecture			Credits	School C	Credit: 1		
Departme	ent	Electrica	al and Computer E	ngineering	Student Grade	3rd			
Term		- 	Semester		Classes per We	/eek 2			
Textbook Teaching		College/	/Grauduate Stude	nts -kanji and voca	iburally-, ALC / N	Natural Science	LC / Japanese for International Japanese for International uko Tomomatsu, 3A Corporation		
Instructo	r	KUBOTA	A Ikumi						
Course	Objectiv	'es							
their spec	cialized fiel eate detail	d by onese ed texts or	elf . n a wide range of	riting structure to i topics and explain you can use word	vour own perspe	ective.	ing comprehension to read texts in and the situation.		
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		Can read the t the content ar content in you	text to understand a explain the ir own words.	Understand the reading the text the contents by in the text as the	t, and explain using the word	Cannot read the text and can hardly explain the content.		
Achievem	ent 2		Can write text clear structure perspective or	s in a detailed and e. Can tell your n a topic.	If there are any can write texts clear structure. tell your perspe	in a detailed ar and also can	and clear structure. Cannot tell		
Achievem	ent 3	Can communicate fluently and naturally on various topics. In addition, can use words according to the other party and the situation. There are some unnatural parts, but can communicate fluently to some extent.				Cannot communicate fluently and naturally on various topics. Cannot use words according to the other party and the situation.			
Assigne	d Depar	tment O	bjectives						
	g Metho								
Outline Style Notice		purpose materia on high	e of this class is to ls, which is more ly specialized topi cher will use text	comprehensively is specialized. At the	mprove students same time, we a practice of common distribute the	s' Japanese pro aim to be able t municating one handout.	a wide range of topics. The ficiency through various reading o convey opinions and suggestions 's perspective to others.		
Charact	eristics		/ Division in Le				-		
☑ Active		01 01033 /		☐ Aided by ICT ☑ Applicable to		Remote Class	☐ Instructor Professionally Experienced		
Course	Dlan								
Course	Pian		Th		1	CI-			
			Theme			Goals	rolationship between shanges in		
		1st	Changes in socie	ty		Understand the relationship between chang society and labor issues.			
		2nd	Changes in socie	ty		Can research the share the informations.	ne labor issues facing your country, mation with others, and exchange		
		3rd	Natural Science	Japanese 6		angles and sea	contents of the text from various rch for related or developed ou are interested in.		
	3rd	4th	Natural Science	Japanese 6		Can explain the clearly while co week with othe	e characteristics of something mparing the contents of the 3th rs.		
ا م م	Quarter	5th	Idiom			with similar idio	panese idioms and compare them oms in your language to discover between the two languages.		
2nd Semeste r		6th	Proverb			proverbs are us	e meanings and situations in which sed frequently in daily life.		
	7th 8th		Proverb			can create a sk learned from a	it that express the message proverb and express it physically.		
			Reflection			Can explain ne	w things you found out in class, have changed, and how your es and skills have developed.		
		9th	Tap water			Understand tec	hnological developments and ness related to the topic.		
	4th	10th	Tap water			Can use effecti [,] expressing opir	ve grammatical expressions when nions.		
	Quarter	11th	Natural Science	Japanese 10		science.	neaning of the text about space		
		12th	Natural Science	Japanese 10		Can get the info articles on topic	ormation you need by reading cs covered in the text.		

		13th		Earthquakes and disaster prevention			Can explain what you thought about earthquakes which occurred recentry and what actions you should be careful about.		
		14th		Language use and social change			Understand the background behind the creation of teen slangs and changes in people's values.		
	15th			Language use and social change			Can pick up a teen slangs you're interested in and share information. Can think about the background behind the birth of these words and changes in people's values.		
		16th		Final exam					
Evaluati	on Meth	od an	nd V	Veight (%)					
			Exar	mination	Assignments	Po	ortfolio	Total	
Subtotal			50		40	10	0	100	
Basic Prof	iciency 50		20	0		70			
Specialize	alized Proficiency 0		0	0	·	0			
Cross Area	a Proficien	су	0		20	10	0	30	

А	Akashi College		Year	2024			ourse Fitle	Japanese Practice II	
Course	Informa	tion							
Course Co	ode	6324							
Class For		Lecture			Credits			redit: 1	
Departme	ent		l and Computer E	ingineering	Student Grade	-1-	3rd		
Term Textbook Teaching		The tead	Semester ther will make an ークブック』(くる ressions for Effect	d distribute the ha ろしお出版)、The iive Communicatio	Classes per Wee ndout. (Teaching Way to Become n by Chikako Ogi	g mate an Adv	2 erials: 浜B /anced Sp	日麻里ほか著『大学生と留学生のため peaker of Japanese Techniques	
Instructor	r	KUBOTA	Ikumi						
	Objectiv								
2. Can re	rite logical view your	sentences Japanese a	on familiar topics bility and way of	, and speak in clea thinking by sharing	r structure and a g ideas and exch	approp anging	riate Japa opinions	nese. with your classmates.	
Rubric			Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1		Can write sent	ences logically. lear structure and panese.	Can write sente If there is advar can speak in cle appropriate Japa	nce pre ar stru	eparation, icture and	Cannot write sentences logically.	
Achievem	nent 2		your classmate review your Ja ideas, but also	e in activities with es and not only panese and give comments the other person.	Can participate classmates and Japanese and id	review		Cannot participate much in	
Assigne	d Depar	tment Ob	jectives						
	g Metho								
Outline		The purp	oose of this class lication activities.	is to develop the J	apanese ability to	o write	and spea	ak logically through various	
Style		We will e	engage in various	communication ad r Japanese and th	ctivities in a joint inking skills throu	class	with Japa e various	neseIV. We hope that the activities.	
Notice		Students	who miss 1/4 or	more of classes v	vill not be eligible	for ev	aluation.		
Charact	eristics	of Class /	Division in Le	arning					
☑ Active			☐ Aided by IC	Aided by ICT ☑ Applicable to			te Class	☐ Instructor Professionally Experienced	
Course	Dlan								
Course	riali		Theme		T _i	Goals			
		1st	Orientation				stand the	class objectives and content.	
		2nd	Sentence structu	re	l.	Understand how to compose a paper to make i easy to understand.			
		3rd	Sentence type		1	that st	ates facts	characteristics of each sentence , opinions, and action.	
	3rd	4th	INTRODUCTION		1	Can read the paper and notice the structure the introduction and characteristic Japanese expressions.			
	Quarter	5th	INTRODUCTION		l l	Understand how to explain the background paper and can write about a given theme.			
		6th	INTRODUCTION		(Can fir Can als probles	so show a	blem from a reading material. In plan of how to solve the	
		7th	BODY			Unders	stand the	difference between facts and ite them separately.	
		8th	BODY			•		s by using objective expressions.	
2nd		9th	BODY			Can wi	ite a bod	y of the paper.	
Semeste r		10th	BODY					inion logically.	
		11th	BODY		(good p	oints and	nces written by classmates, notice the points which need nd comment on them.	
		12th	CONCLUSION			Unders Can ac write t	stand how ld an eval he prospe	to write a summary of the paper luation to the paper, and also can ects for the future that can be the conclusion.	
	4th Quarter	13th	Present reasons	and arguments				n your daily life and summarize oposals for a more fulfilling life.	
		14th	Present reasons	and arguments	9	others, effectiv sugges	and also ely conve stions in g	•	
		15th	Present reasons a	and arguments	1	suggestions in groups and summarize them. Can convey opinions and suggestions summarize through activities in the 13th and 14th weeks to others, and also can state your own ideas in response to the opinions and suggestions of others.			

		16th	Reflection			Can explain new things you found out in class, things that changed their minds, and how your Japanese abilities and skills have developed.			
Evaluation Method and Weight (%)									
			esentation, Production ork	Submission of assignments	В	ehavior		Total	
Subtotal		70)	10	2	0		100	
Basic Prof	ficiency	20)	10	0			30	
Specialized Proficiency		cy 20)	0	0			20	
Cross Are	a Proficien	cy 30)	0	2	0		50	

A	Akashi College		Year	2024		Course Title	Electromagnetics I					
Course	Informa	tion				1.0.0						
Course C		6325			Course Category	Specializ	ed / Compulsory					
Class For	mat	Lecture			Credits		c Credit: 2					
Departme	ent	Electrical	and Computer E	ngineering	Student Grade	de 3rd						
Term		Second S	Semester		Classes per Weel	k 2						
Textbook Teaching	and/or Materials			気学」森北出版 [レクトロニクスの]	ための電磁気学例題	演習」コロナ社						
Instructo		10	AI Masato	Masato								
PETER PROPERTY OF THE PROPERT	2 ガウス <i>の</i> 3 導体、認 4 静電容量 5 仮想変値	こおける電荷 D定理、ポア 秀電体、電束 量及び誘導係 立の法および	、電界、電位等を認 ソン方程式、電気双 密度を説明でき、電 数、容量係数を説明 電気影像法を説明でき、電流を3種類の	【極子を説明でき、 『東密度を計算でき 『でき、それらを計 『き、これらを用い	それらを用いて電界 る。 算できる。	を計算できる。						
Rubric												
			理想的な到達レ	ベルの目安	標準的な到達レベ	ルの目安	未到達レベルの目安					
 評価項目1	_		静電界における! 等を説明でき、- ができる。	電荷、電界、電位 それらの応用計算	静電界における電視等を説明でき、それる。		静電界における電荷、電界、電位 等を説明できず、それらを計算で きない。					
評価項目2	2		ガウスの定理、 電気双極子を説 を用いて電場の	ポアソン方程式、 明でき、各種法則 応用計算ができる	ガウスの定理、ポ 電気双極子を説明 を用いて電場の計算	でき、各種法則	ガウスの定理、ポアソン方程式、 電気双極子を説明できず、各種法 則を用いて電場の計算ができない 。					
評価項目3	3		導体、誘電体、 き、電束密度の 。	電束密度を説明で 芯用計算ができる	導体、誘電体、電 き、電束密度の計算		導体、誘電体、電束密度を説明で きず、電束密度の計算ができない 。					
評価項目4	ŀ		静電容量及び誘導を説明でき、それできる。	導係数、容量係数 1らの応用計算が	静電容量及び誘導を説明でき、それで る。	係数、容量係数 らの計算ができ	静電容量及び誘導係数、容量係数 を説明できず、それらの計算がで きない。					
評価項目 5				よび電気影像法を らを用いた応用計	仮想変位の法および電気影像法を 説明でき、これらを用いた計算が できる。		仮想変位の法および電気影像法を 説明できず、これらを用いた計算 ができない。					
評価項目 6	5		電流の定義を説明 類の方法で応用	明でき、電流を3種 計算ができる。	電流の定義を説明 類の方法で計算で	でき、電流を3種 きる。	電流の定義を説明できず、電流を 3種類の方法で計算できない。					
Assigne	ed Depar	tment Ob	jectives									
Teachir	ng Metho	od										
Outline		電気回路]のための	IIと並んで非常に重 課題が課せられる。	要で、電気電子分野	野の基礎である電気	磁気学のうち静	電気学に関する部分を学ぶ。予習復習					
Style							ュニケーションを交えた自習をおこ ら学習するもので、試験範囲にも入					
Notice		本科目は, 当する学		習時間と, 予習・1 日出される宿題は必	复習及び宿題作成に ず期限までに提出す	必要な標準的な ること。評価の	自己学習時間の総計が, 90時間に相 対象としない欠席条件(割合					
Charact	teristics (of Class /	Division in Le	arning								
	Learning		☐ Aided by IC		☑ Applicable to □	Remote Class	☐ Instructor Professionally Experienced					
Course	Plan											
			Theme		G	ioals						
		1st	電荷とクーロンの流	 !則と雷界			法則と電界の概念を理解し、電界を					
			電気力線と電位		Ę	†算することがで 3気力線と電位の 2示すことができ						
		3rd	ガウスの法則の積分	予形と微分形	Į.	ヴウスの法則の積	: る。 貴分形の概念を理解し微分形を導出で D発散を計算できる。					
	3rd Quarter	4th	ラプラス及びポアソ	ノンの方程式	オて	ペアソンの方程式 記述することだ	だとラプラスの方程式の概念を理解し ができる。導体に関連してガウスの法 うることができる。					
		5th	確認テスト			50点以上を取る						
2nd Semeste		6th	電気双極子と電気ニ	重層		電気双極子にお に	ける電位の計算ができる。					
r		7th	コンデンサと静電客				窓容量の性質について理解し、電荷、 E用いた計算ができるようになる。					
		8th	分極現象と誘電率、	電束密度		で密度の概念を理						
			境界条件とコンデン	ノサの静電容量		と用いたコンデン	らける条件を知り、複数種類の誘電体 ンサの静電容量を計算できる。					
	4th	H +	確認テスト			0点以上取るこ						
	Quarter	11th	静電エネルギー				の概念を理解し、計算できる。					
		12th	仮想変位の考え方 			対想変位の考え方 ができる。	うを用いてコンデンサにおける力の計 					

		13th	鏡像法	- - - - - - - - - - - - - - - - - - -			前にかかる力と導体における電荷密
		14th	電流			電流の基礎概念を理	里解する。
		15th	確認テスト			60点以上を取るる	ことができる。
		16th					
Evaluati	on Meth	od and V	Veight (%)				
			試験		平常点		Total
Subtotal	Subtotal 50		50		100		
基礎的能力		0 0		0		0	
専門的能力		50	50			100	
分野横断的]能力		0		0		0

Achievement 2 Can analyze various resonant circuits. Achievement 2 Can analyze various resonant circuits and can an direct and resonant circuits. Achievement 3 Understand reactance one-port circuits and can design the foster circuit. Assigned Department Objectives Teaching Method Outline Following Electric Circuits II in the second year, the aim of this course is to make sure students learn the basic ways of thinking as an electrical and electronics technician. The class will be carried out using sides and explaining the candidate understanding. Style The class will be carried out using sides and explaining the content of weeks and in the week when they do not, they will be given a report assignment to improve the understanding. Students should review after the weekly lessons, and ask questions during the next class. Also, they shove a lot of exercise problems. Students whould review after the weekly lessons, and ask questions during the next class. Also, they shove a lot of exercise problems. Students whould review after the weekly lessons, and ask questions during the next class. Also, they shove a lot of exercise problems. Students whould review after the weekly lessons, and ask questions during the next class. Also, they sholve a lot of exercise problems. Students whould review after the weekly lessons, and ask questions during the next class. Also, they sholve a lot of exercise problems. Students whould review after the weekly lessons, and ask questions during the next class. Also, they sholve a lot of exercise problems. Students whould review after the weekly lessons, and ask questions during the next class. Also, they should be also the problem of	Д	Akashi College			Year	2024		Course Title	Circuit Theory A		
Course Code Class Format Lecture Credits Credits Class Format Lecture Credits Credits Chase Format Class Format Lecture Credits Chepartment Clectrical and Computer Engineering Student Grade 3rd Classes per Wook 2 Although textbooks are not used, it is recommended to bring a reference book on electric circuits. In an antardis will be distributed as necessary. Instructor Instructor Instructor Instructor Instructor Instructor Instructor Individual Activation Instructor Individual Computer Engineering Although textbooks are not used, it is recommended to bring a reference book on electric circuits. In an antardis will be distributed as necessary. Instructor Instructor Instructor Instructor Individual Computer Individual Compu	Course	Informa	tion					·			
Department Electrical and Computer Engineering Student Grade 3rd							Course Category	y Specialized / Compulsory			
Term First Semester Classes per Week 2	Class For	mat	Lecture				Credits	School Credit: 1			
Textbook and/or accepting textbooks are not used, it is recommended to bring a reference book on electric circuits. In an accepting the property of the proper	Departme	ent	Electrica	al and	l Computer Er	ngineering	Student Grade				
Teaching Materials will be distributed as necessary. Instructor HOSOKAWA Astushin Junderstand and can use various theorems related to circuit analysis to analyze AC circuits. Junderstand and can use various theorems related to circuit analysis to analyze them. Junderstand reactance one-port circuits and can design the Foster circuit and cauer circuit. Rubric Ideal Level Unacceptable Level Understand and can use various theorems related to circuit analysis to analyze various analysis prelieted for circuit. Achievement 1 Understand and can use various theorems related to circuit analysis to analyze various analysis of analyze various analysis consults and can analyze various analysis consults and can analyze them. Achievement 2 Can analyze various resonant circuits and can disciple them. Achievement 3 Understand reactance one-port circuits and can disciple them. Achievement 3 Understand reactance one-port circuits and can disciple them. Achievement 5 Individual them to the second year, the aim of this course is to make sure students thorous make sure students learn the basic ways of thinking as an electrical and electronics technician. The class will be carried out using sides and explaining the content. Students will one carried out using sides and explaining the content. Students will not be eligible for a grade evaluation. Style Students should review after the weekly lessons, and ask questions during the next class. Also, they should a lot of exercise problems. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Aided by ICT In Applicable to Remote Class Interactor Professional Experienced Understand the content of weeks 1 and 6 first semester, and can analyze AC circuits and can understand reactand in the content of weeks 1 and 6 first semester, and can analyze AC circuits serious related to circuit suring the vector no first semester, and can analyze AC circuits serious related to cir	Term		First Sei	meste	er						
Course Objectives			materia	ls will	l be distribute	t used, it is recom d as necessary.	nmended to bring	a reference l	book on electric circuits. In addition,		
1) Understand and can use various theorems related to circuit. 2) Understand resconant circuits and mutual inductance circuits and can analyze (arcuits.) 3) Understand resconant circuits and can design the Foster circuit and Cauer circuit. Rubric	Instructo	r	HOSOKA	AWA .	Atsuishi						
2) Understand reactance one-port circuits and act and esign the Foster circuit and Cauer circuit. Rubric I Ideal Level	Course	Objectiv	'es								
Achievement 1 Ideal Level Understand and can use various and can use various analysis to analyze various Achievement 1 Can analyze various Achievement 2 Can analyze various Achievement 2 Can analyze various Achievement 2 Can analyze various Achievement 3 Can analyze various Achievement 3 Understand recording and the properties of circuits and mutual inductance circuits. Achievement 3 Understand reactance one-port circuits and can design the Following Electric Circuits and can design the Foster circuit and Cauer circuit. Assigned Department Objectives Teaching Method Following Electric Circuits II in the second year, the aim of this course is to make sure students thorough sectures and problem exercises. The course is also intending make sure students learn the basic ways of thinking as an electrical and electronics technical make sure students learn the basic ways of thinking as an electrical and electronics technical understanding in the week when they do not, they will be given a report assignment to improve the understanding in the week when they do not, they will be given a report assignment to improve the understanding in the week when they do not, they will be given a report assignment to improve the understanding in the properties of the pr	2) Unders	stand reso	nant circuit	ts and	d mutual indu	ctance circuits and	d can analyze the	em.			
Achievement 1 Understand and can use various theorems related to circuit analysis to analyze various AC circuits. Can analyze various resonant circuits and mutual inductance circuits. Achievement 2 Can analyze various resonant circuits. Can analyze various resonant circuits. Achievement 3 Understand reactance one-port circuits and can design the Foster circuit and Cauer circuit. Assigned Department Objectives Teaching Method Outline Following Electric Circuits II in the second year, the aim of this course is to make sure students there make sure students ways of thinking as an electrical and claure circuits make sure students there make sure students there make sure students there make sure students there was of thinking as an electrical and electrocal activations and explaining the content. Students will do exercise problems. Style The class will be carried out using slides and explaining the content. Students will do exercise every to three classes, and in the week when they do not, they will be given a report assignment to improve the understanding. Notice Students should review after the weekly lessons, and ask questions during the next class. Also, they sh solva a lot of exercise problems. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning Ist Ac circuits Theme Goals Can analyze ACs circuit using the vector no can analyze ACs circuit using the vector no can analyze active admittance. Understand the content of weeks 1 to 3 of first semester, and can analyze AC circuits. Semester The problem exercise The problem exercise Problem exercise Problem exercise 1st Quarter The problem exercise The problem exercise The problem exercise The problem exercise Understand the content of weeks 1 to 3 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Problem exercise The problem exercise in	Rubric										
Achievement 1 theorems related to circuit snalysis to analyze various AC circuits analysis to analyze various AC circuits. Can analyze various resonant circuits and mutual inductance circuits. Achievement 2 Can analyze various resonant circuits and mutual inductance circuits and mutual inductance circuits and mutual inductance circuits and can design the circuits and can design date and can design and can design date and can design the foster circuit and can design the foster circuit and Cauer circuit. Assigned Department Objectives Teaching Method Outline Following Electric Circuits II in the second year, the aim of this course is to make sure students thorough lectures and problem exercises. The course is also intending make sure students learn the basic ways of thinking as an electrical and electronics technician. The class will be carried out using sides and explaining the content. Students will be exercise every to three classes, and in the week when they do not, they will be given a report assignment to improve the understanding. Students should review after the weekly lessons, and ask questions during the next class. Also, they show a lot of exercise problems. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning Theme Goals Course Plan Theme Goals 1st AC circuits Can analyze ACs circuit using the vector not can analyze in the content of weeks 1 to 3 of first semester, and can analyze hor circuits. The superposition theorem, Millman's theorem, Can use the Thévenin's theorem, etc. to are circuits. The problem exercise The Resonant circuits Understand the content of weeks 1 to 3 of first semester, and can analyze AC circuits using the content of weeks 1 to 3 of first semester, and can analyze AC circuits. The problem exercise The Resonant circuits Understand the content of weeks 1 to 3 of first semester, and can analyze rexorous Circuits. The problem exercise The problem exercise in t				Id	deal Level		Standard Level		Unacceptable Level		
Achievement 2 circuits and mutual inductance circuits. Achievement 3 Understand reactance one-port circuits and can design the Foster circuit and Cauer circuit. Assigned Department Objectives Teaching Method Outline Pollowing Electric Circuits II in the second year, the aim of this course is to make sure students learn the basic ways of thinking as an electrical and electronics technician. Style The class will be carried out using slides and explaining the content. Students should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and ask questions during the next class. Also, they should review after the weekly lessons, and an analyze accurate to a grade evaluation. Characteristics of Class / Division in Learning Active Learning Theme Goals Theme Goals Acticuits Can analyze ACs circuit using the vector next admittance. Course Plan Theme Goals Theme Goals Acticuits can analyze accurate using the loop analysis and nodal analysis. The phase of agrams for impedance a damittance. The phase of a phase of a phase of a phase of a phase of a phase of a phase of a phase of a phase of a phase of a phase of a phase o	Achievem	nent 1		th	neorems relate nalysis to anal	ed to circuit	theorems relate	d to circuit	theorems related to circuit		
Achievement 3 circuits and can design the Foster circuit and Cauer circuit. Foster circuit and Cauer circuits. Foster circuit and Cauer circuits and Cauer circuits and problems Foster circuits and problems and problems and problems and problems and problems and problems and problems. Foster circuits and problems and problems and problems and problems. Foster circuits and problems and problems and problems and problems. Foster circuits and problems and problems and problems and problems. Foster circuits and problems and problems and problems. Foster circuits and problems and problems. Foster circuits and problems. Foster circuits and problems. Foster circuits and problems. Foster circuits and problems. Foster cir	Achievem	nent 2		ciı	rcuits and mu	rious resonant itual inductance	and mutual indu	ictance circuit			
Teaching Method Outline Following Electric Circuits II in the second year, the aim of this course is to make sure students thorough lectures and problem exercises. The course is also intend master the basics of electrical circuits through lectures and problem exercises. The course is also intend master the basics of electrical circuits through lectures and problem exercises. The course is also intend master the basics of electrical circuits through lectures and problem exercises. The course is also intend master the basics ways of thinking as an electrical and electronics technician. The class will be carried out using sildes and explaining the content. Students will do exercises every by three classes, and in the week when they do not, they will be given a report assignment to improve the understanding. Students should review after the weekly lessons, and ask questions during the next class. Also, they should not also lot of exercise problems. Students should review after the weekly lessons, and ask questions during the next class. Also, they should not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning	Achievem	nent 3		cii	rcuits and can	n design the	circuits and can	design the	Do not understand reactance		
Outline	Assigne	ed Depar	tment Ol	bject	tives						
Outline	Teachin	ng Metho	od								
Style The class will be carried out using slides and explaining the content. Students will do exercises every twe three classes, and in the week when they do not, they will be given a report assignment to improve the understanding. Students should review after the weekly lessons, and ask questions during the next class. Also, they sho slowed a lot of exercise problems. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning Aided by ICT Applicable to Remote Class Instructor Professional Experienced Course Plan Theme Goals San AC circuits Can analyze ACs circuit using the vector not can analyze according an analyze according any sign and individual analysis. 3rd Phasor diagrams Can draw phasor diagrams for impedance admittance. 4th Problem exercise The Superposition theorem, Millman's theorem, Can use the superposition theorem, Millman's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The venin's theorem and Norton's theorem to analyze circuits. The vening the vector north of weeks 1 to 7 of first semester, and can analyze according to the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the vening the venin			Followin master	the b	asics of electr	ical circuits throug	gh lectures and p	roblem exerci	ises. The course is also intended to		
Students should review after the weekly lessons, and ask questions during the next class. Also, they shoulve a lot of exercise problems. Characteristics of Class / Division in Learning Active Learning Aided by ICT Applicable to Remote Class Instructor Professional Experienced Course Plan Theme Goals Can analyze Acs circuit using the vector not Can analyze circuits using the loop analysis nodal analysis. 3rd Phasor diagrams Ath Problem exercise Superposition theorem, Millman's theorem, Can use the superposition theorem, Millman's theorem, Can use the superposition theorem, Millman's theorem Can use the five superposition theorem, and an analyze dircuits. The Problem exercise Resonant circuits Bunderstand the content of weeks 1 to 7 of first semester, and can analyze AC circuits various theorems. Understand the content of weeks 5 and 6 of first semester, and can analyze AC circuits. The Problem exercise Resonant circuits Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of or weeks 1 to 7 of first semester, and can analyze various AC circuits. Onderstand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of or weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 9 and 10 first semester, and can analyze various AC circuits. Understand the content of weeks 9 and 10 first semester, and can analyze various analyze various AC circuits. Understand the content of weeks 9 and 10 first semester, and can analyze various analyze various analyze various analyze various analyze various analyze various analyze various analyze various analyze various a	Style		three cla	asses	es, and in the week when they do not, they will be			content. Stude e given a repo	ents will do exercises every two or ort assignment to improve their		
Course Plan Theme Goals Ist AC circuits Can analyze ACs circuit using the vector no analyzes. Ist Quarter Sth Superposition theorem, Millman's theorem, Can use the superposition theorem, etc. to ar circuits. Semester They Ac Superposition theorem and Norton's theorem They Ac Circuits Can use the Superposition theorem, Millman's theorem Can use the Free manalyze circuits. They Ac Circuits Can analyze ACs circuit using the vector no Can analyze icrcuits using the loop analysis nodal analysis. They Ac Circuits Can draw phasor diagrams for impedance a admittance. Understand the content of weeks 1 to 3 of first semester, and can analyze AC circuits draw phasor diagrams. Can use the superposition theorem, Millman's theorem, Can use the superposition theorem, etc. to ar circuits. They are a content of weeks 5 and 6 of first semester, and can analyze AC circuits wingout theorems. Understand the content of weeks 5 and 6 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the content of weeks 9 and 10 understand the content of weeks 9 and 10 understand the content of weeks 9 and 10 understand the content of weeks 9 and 10 first semester, and can analyze resonant circuits.	Notice		solve a	lot of	exercise prob	olems.	•	_	•		
Active Learning	Charact	eristics		•							
Theme Goals Ist AC circuits Can analyze ACs circuit using the vector no Can analyze circuits using the loop analysis and nodal analysis Ist AC before a content of weeks 1 to 3 of first semester, and can analyze AC circuits. Ist Semester The Action analyze AC circuits using the loop analysis and nodal analysis. Ist Quarter Ist Quarter Ist AC circuits Ist AC circuits Ist AC circuits Ist AC circuits Independent of Action analyze AC circuits and phasor diagrams for impedance and admittance. Understand the content of weeks 1 to 3 of first semester, and can analyze AC circuits draw phasor diagrams. Can use the superposition theorem, Millman's theorem, compensation theorem, etc. to an circuits. Independent of Action analyze AC circuits and the content of weeks 5 and 6 or first semester, and can analyze AC circuits various theorems. Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Independent of Action analyze AC circuits and parallel resonant circuits. Independent of Action analyze AC circuits using minductance and mutual inductance circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Independent of Action analyze recreases analyse reconstruction and parallel resonant circuits. Independent of Action analyze action analyze reconstruction and parallel resonant circuits. Independent of Action analyze recreases analyses reconstruction analyze reconstruction analyze reconstruction and parallel resonant circuits. Independent of Action analyze action analyze reconstruction analyze recons						•	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced		
Theme Goals 1st AC circuits 2nd Loop analysis and nodal analysis 3rd Phasor diagrams 4th Problem exercise 5th Superposition theorem, Millman's theorem, compensation theorem, etc. to ar circuits. 6th Thévenin's theorem and Norton's theorem 7th Problem exercise 9th Midterm exam 1st Semeste 1st Semeste 1st Outled Action Content of Weeks 1 to 3 of first semester, and can analyze AC circuits draw phasor diagrams. 1st Can use the superposition theorem, Millman's theorem, compensation theorem, etc. to ar circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem and Norton theorem to analyze circuits. 1st Can use the Thévenin's theorem, compensation theorem, compensation theorem, compensation theorem, circuits. 1st Can use the superposition theorem, circuits using manufacture and and parallel resonant circuits. 1st Can use the superposition theorem and Norton's theorem and Norton's theorem and Norton's theorem and Norton's theorem and Norton's theorem and Norton's theorem and Norton's theorem and Nort		DI									
1st	Course	Plan		1			1.				
2nd Loop analysis and nodal analysis 2nd Loop analysis and nodal analysis 3rd Phasor diagrams Can draw phasor diagrams for impedance a admittance. 4th Problem exercise Understand the content of weeks 1 to 3 of first semester, and can analyze AC circuits draw phasor diagrams. Superposition theorem, Millman's theorem, Can use the superposition theorem, Millman theorem, compensation theorem, Millman's theorem to analyze circuits. 6th Thévenin's theorem and Norton's theorem Thévenin's theorem and Norton's theorem to analyze circuits. 7th Problem exercise Winderstand the content of weeks 5 and 6 of first semester, and can analyze AC circuits various theorems. Winderstand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. 9th Resonant circuits Understand the resonance phenomena and and parallel resonant circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Understand the content of weeks 9 and 10 first semester, and can analyze resonant circuits.				1							
Phasor diagrams Ath Problem exercise Superposition theorem, Millman's theorem, compensation theorem and Norton's theorem Can use the superposition theorem, etc. to an circuits. Thévenin's theorem and Norton's theorem Theorem to analyze AC circuits. The Problem exercise The Probl											
1st Quarter 1st Semester			-		<u>, </u>	nodal analysis		nodal análysis.			
1st Quarter 1st Quarter 1st Quarter 5th			3rd	Phas	or diagrams		i	admittance.			
Quarter Sth Superposition theorem Superposition Superposition theorem Superposition		4th	Prob	olem exercise		f	first semester, and can analyze AC circuits				
1st Semeste r The Problem exercise Total Resonant circuits 9th Resonant circuits 10th Mutual inductance circuits 2nd 2nd Overtex The Problem exercise Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. Understand the resonance phenomena and and parallel resonant circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Understand the content of weeks 9 and 10 first semester, and can analyze resonant circuits.			5th	Supe	erposition theopensation the	orem, Millman's th orem	leorem, t	heorem, com			
1st Semeste r 7th Problem exercise Understand the content of weeks 5 and 6 or first semester, and can analyze AC circuits various theorems. 8th Midterm exam Understand the content of weeks 1 to 7 or first semester, and can analyze various AC circuits. 9th Resonant circuits Understand the resonance phenomena and and parallel resonant circuits. 10th Mutual inductance circuits Understand the coupling of circuits using minductance and mutual inductance circuits. 2nd Understand the content of weeks 9 and 10 first semester, and can analyze resonant circuits.			6th	Thév	venin's theore	m and Norton's th					
8th Midterm exam Understand the content of weeks 1 to 7 of first semester, and can analyze various AC circuits. 9th Resonant circuits Understand the resonance phenomena and and parallel resonant circuits. 10th Mutual inductance circuits Understand the coupling of circuits using minductance and mutual inductance circuits. 2nd Understand the content of weeks 9 and 10 first semester, and can analyze resonant circuits.	Semeste		7th	Prob	olem exercise		l f	Jnderstand th	e content of weeks 5 and 6 of the , and can analyze AC circuits using		
9th Resonant circuits 10th Mutual inductance circuits 2nd Overtor 11th Problem exercise Understand the resonance phenomena and and parallel resonant circuits. Understand the coupling of circuits using minductance and mutual inductance circuits. Understand the content of weeks 9 and 10 first semester, and can analyze resonant circuits.	1		8th	Midt	erm exam		l f	Understand the content of weeks 1 to 7 of the first semester, and can analyze various AC			
2nd 11th Problem exercise inductance and mutual inductance circuits. Understand the content of weeks 9 and 10 first semester, and can analyze resonant ci			9th	Resc	onant circuits		l	Understand the resonance phenomena and s			
2110 11th Problem exercise first semester, and can analyze resonant ci			10th	Mutu	ual inductance	e circuits	ı	Jnderstand th	e coupling of circuits using mutual		
and mutual inductance circuits.		2nd Quarter	11th	11th Problem exercise			f	irst semester,	, and can analyze resonant circuits		
12th Reactance one-port circuits Understand reactance one-port circuits con of inductance and capacitance.			1.2th	Poar	ctanco ono-no		lı	Understand reactance one-port circuits compos			
13th Foster circuits Can design a Foster circuit composed of rescircuits.			1201	ixeac	——————————————————————————————————————	ort circuits		of inductance	and capacitance.		

	14th	Cauer circuits		Can design a Calcircuits.	uer circuit composed of ladder		
	15th	Problem exercise			content of weeks 12 to 14 of the nd can analyze reactance circuits.		
	16th	Final exam	inal exam		Understand the content of weeks 9 and 15 of the first semester, and can analyze resonant circuits, mutual inductance circuits, and reactance one-port circuits.		
Evaluation N	Method and	d Weight (%)					
		Examination	Examination Exercise and T		Total		
Subtotal		70	30		100		
Basic Proficienc	sic Proficiency 0		0	·	0		
Specialized Pro	pecialized Proficiency 70		30		100		
Cross Area Proficiency (О	0		0		

А	Akashi Co	ollege	Year	2024		Course Title	Circuit Theory B	
Course	Informa	tion						
Course Co	ode	6327			Course Categor	y Specia	alized / Compulsory	
Class Forr	mat	Lecture			Credits	Schoo	l Credit: 1	
Departme	ent	Electrical a	nd Computer E	ngineering	Student Grade	3rd		
Term		Second Se	mester		Classes per We	ek 2		
Textbook Teaching	Matérials							
Instructor		SUYAMA T	aikei					
	Objectiv							
2) Unders	stand the I	Bartlett's bise	for a four-termiction theorem a ters and variou	nal network. Ind bridge T circui s constant K filter	its and can find t s and can find th	hem. nem.		
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	nent 1		Can calculate t for a four-term	he parameters iinal network.	Can use the pa four-terminal n	rameters for etwork.	a four-terminal network.	
Achievem	nent 2		Understand the bisection theor circuits and car	em and bridge T	Understand the bisection theore circuits and car	em and bridg	Do not understand the Bartlett's bisection theorem and bridge T circuits.	
Achievem	nent 3		Understand the filters and varie	ous constant K	Understand the filters and vario	ous constant l	Do not understand the definition of filters and various constant K filters.	
Accions	d Doss.	tmont Ohio	filters and can	uesign them.	filters and can	use meni.	CONSTANT & HILLERS.	
		tment Obje	ectives					
Teachin	ng Metho		-1	· · · ·	.1			
Outline		master the make sure	basics of elect students learn	rical circuits throu	igh lectures and i thinking as an e	problem exer electrical and	to make sure students thoroughly cises. The course is also intended to electronics technician. The first	
Style		the first se they will be In the seco	mester, studen e given a report and semester, t	ts will do exercise assignment to in here will be two p	es every two or the nprove their unde problem exercises	hree classes, erstanding. s on the class	oard and explaining the content. In and in the week when they do not, content of the first half of the nt of the lessons.	
Notice		Students s solve a lot	hould review af	ter the weekly les	ssons, and ask qu	uestions durir	g the next class. Also, they should	
Charact	eristics	•	ivision in Le				-	
☐ Active		J. J. W. J.	☐ Aided by IC	<u> </u>	☑ Applicable to	o Remote Cla	ss Instructor Professionally Experienced	
Course	Plan							
		Th	neme			Goals		
		1st im		four-terminal net neters, and admit		Understand the definition of a four-terminal network, and find the impedance parameter admittance parameters.		
			ur-terminal cor	nstants			ur-terminal constant.	
				d G parameters			H parameters and G parameters.	
			nadow paramet	•		Can find the shadow parameters.		
	3rd Quarter		•	ns of a four-term	inal network	Can find vari	ous connections of a four-terminal	
		6th Ba	sic four-termin	al circuits and bri	dge T circuits	Understand by T circuits and	pasic four-terminal circuits and bridge drain find them.	
		7th Pr	oblem exercise			Understand t	he content of weeks 1 to 6, and can terminal network parameters	
2nd	-		rtlett's bisectio	n theorem			he Bartlett's bisection theorem and	
Semeste r		9th Re	eactance four-te	erminal networks		Understand the reactance four-terminal networks		
		10th De	efinition of filter	s and constant K	filters		he definition of filters and constant k n design them.	
		11th Co	onstant K low p	ass filters		Understand a filters.	and can design constant K low pass	
	4th		·	ass filters pass filters and SP	OTECE	filters.	and can design constant K high pass	
	4th Quarter	12th Co	·	pass filters and SP	OTECE	filters. Understand a filters and SP	and can design constant K high pass	
		12th Co	onstant K high p	pass filters and SP	PIECE	filters. Understand a filters and SF Understand a filters. Understand t analyze/design	and can design constant K high pass FIECE.	
		12th Co 13th Co 14th Pr	onstant K high p	pass filters and SP	PIECE	filters. Understand a filters and SF Understand a filters. Understand t analyze/design	and can design constant K high pass PIECE. and can design constant K band pass the content of weeks 9 to 14, and can go the Bartlett's bisection theorem,	

Evaluation Method and Weight (%)									
	Examination (prophase) 100%	Total							
Subtotal	100	100							
Basic Proficiency	20	20							
Specialized Proficiency	80	80							
Cross Area Proficiency	0	0							

Д	Akashi College Course Information			Year	2024		_		Introduction to Engineering	o Electrical
Course	Informa	ation				1				
Course Co	ode	6328				Course Categor	γ	Specialize	ed / Compulsory	
Class For	mat	Lecture				Credits		Academic	Credit: 2	
Departme	ent	Electrica	al and	Computer Er	ngineering	Student Grade		3rd		
Term		First Se	meste	ester Classes per W			eek 2			
Textbook Teaching										
Instructo	r	HIROTA	A Atsushi							
Course	Objectiv	/es								
2) Unders	stand the	outline of p	ower o	al and electro generation to conversion cir	nic circuits through power consump cuits	gh review tion				
Rubric			- 1			T				
				eal Level		Standard Level			Unacceptable Le	
Achievem	nent 1		of	n fully ensure electrical and cuits through		Can ensure und electrical and e through review	lectror	nding of nic circuits	electrical and el through review.	
Achievement 2			gei	lly understan neration to p nsumption ou	ower [·]	Can understand generation to p consumption of	ower	oower	Do not understa generation to po consumption ou	ower .
Achievem	nent 3			lly understan wer conversi	d the basics of on circuits.	Can understand power conversi			Do not understa power conversion	and the basics of on circuits.
Assigned Department Ob			bjecti	ives						
Teachin	ig Metho	od								
Outline		The cou	ırse wi . Expla	ill review the anations and	electrical subject introductions of r	s learned so far elated fields ma	and gi y be n	ve introdu nade as ne	ction for future pr cessary.	ofessional
			sses w	rill mainly be	conducted as lect	ures.				
Notice		submitt course's self-student	ed. Mass contends the contends of the contends	akeup exams ent will amou e required fo miss 1/3 or	, etc. may be helo int to 90 hours of ir pre-study / revi more of classes v	d for students wi study in total. T ew. and complet	ith out hese l ting as	standing e nours inclu ssianments	l assignments are ifforts on a daily b de class hours, ar s.	asis. This
Charact	eristics	of Class ,	/ Divi	ision in Lea	arning				T	
☐ Active	Learning			Aided by IC	Т	☑ Applicable to	o Rem	ote Class	☐ Instructor Pi Experienced	rofessionally
Course	Plan									
			Them	ne			Goals			
		1st	DC ci	rcuits (1)			Can s	olve basic	practice questions	of a DC circuit.
		2nd	DC ci	rcuits (2)			Can s	olve practi	ce questions of a	DC circuit.
		3rd	DC ci	rcuits (3)				olve practi ed method	ce questions of a	DC circuit using
	1st	4th	AC ci	AC circuits (1)			Can solve basic practice questions on an AC circuit.			on an AC
	Quarter	5th	AC ci	rcuits (2)			Can s	olve practi	ce questions on a	n AC circuit.
		6th	AC ci	rcuits (3)			Under	stand thre	e-phase interaction	on.
		7th	Resor	nant circuits			Under	Understand resonance phenomena.		
1-+		8th	Revie	ew			Understand the contents of the first half through exams or exercises			
1st Semeste		9th	Electr	rical equipme	ent (1)		Under	stand the	basics of transfor	mers.
r		10th	Electr	rical equipme	ent (2)		Under synch	stand the ronizer.	basics of inducers	and
		11th	Semi	conductor de	vices		Understand the basic characteristics of semiconductor switch elements.			ics of
	2nd Quarter 13th		Powe	er conversion	circuits (1)		Under	stand the	basic power conv	ersion circuitry.
			Powe	er conversion	circuits (2)		Understand the basic power conversion circuitry. Understand the characteristics of basic power conversion circuits			
14th I			Electric Power			Understand the basics of substations and the basics of power systems.				
15th S			Sumr	Summary				ummarize	and organize wha	t they have
			Final	exam			.cai iic			
Evaluat	ion Met	hod and \								
		camination	Exe	ercise,	Mutual Evaluations between	Efforts	Porti	folio	Other	Total
Cubtatal	100	.	40		students	20	0			100
Subtotal	40	J	40	1	0	20	0		0	100

Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	40	40	0	20	0	0	100
Cross Area Proficiency	0	0	0	0	0	0	0

Akashi College Course Information		Year 2024		Course Title	Introduction to Computer Engineering				
Course	Informa	tion							
Course Co	ode	6329			Course Category	Specializ	ed / Compulsory		
Class Forr	mat	Lecture			Credits	Academi	c Credit: 2		
Departme	ent	Electrical	and Computer E	Engineering	Student Grade	3rd			
Term		Second S	emester		Classes per Weel	k 2			
Textbook Teaching									
Instructor	r	TSUCHID	A Takayuki						
Course	Objectiv	es							
technolog 2) Unders	jies and ca stand threa	n put them	into practice. ncounter in engi				erstand basic and standard ion society and the		
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	nent 1		hierarchy, and and standard	and the concept of d practice basic techniques communication	Understand the chierarchy, and pand standard technique the connetworks.	ractice basic hniques	Cannot understand the concept of hierarchy, and practice basic and standard techniques regarding the communication networks.		
Achievement 2				and the concept of s, fully understand rocessing nd practice it.	Understand the odigital images, unimage processing and practice it.	nderstand bas	Cannot understand the concept of digital images, cannot understand basic image processing technology, and practice it.		
<u>Assigne</u>	d Depar	tment Ob	jectives						
Teachin	ig Metho	od							
Outline		among va The lectu	arious fields of ir res will be condi	nformation enginee	ering. who engaged in t	he research a	ons in information engineering nd development of middleware years.		
Style			· · · · · · · · · · · · · · · · · · ·	ecture style. Exerci					
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Charact	eristics	of Class /	Division in Le	earning					
☑ Active	Learning	·	☑ Aided by I	СТ	☑ Applicable to	Remote Class	☑ Instructor Professionally Experienced		
	-								
Course	Plan								
		1	[heme						
		Theme Class guidance, Internet history, Os			_	ioals			
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		F	Class guidance, I Reference Model	Internet history, OS I and TCP/IP ce Layer (Data Link	SI Basic C	an explain the	OSI Basic Reference Model. Network Interface Layer (Data		
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	Quarter 4th	2nd	Class guidance, Reference Model Network Interfact Internet Layer (National Section 1988) A Transport Layer A Transport Layer A Application Lateral Explanation of the Security (concept Midterm exam. Cryptography (1) Cryptography (2) Deep learning (1) Deep learning (2) Deep learning (3)	I and TCP/IP ce Layer (Data Link Network), and IPv4 yer, and TCP/UDP ayer ne midterm exam, i 2) 2) 3) (1)	SI Basic C C), and LAN C L L/v6 C C C C C C C C C C C C C	an explain the ink), and LAN and EAN and EAN and EAN and EAN an explain the an explain the an explain the an explain the an explain the an explain the an explain the area explain the area explain the area explain digpolications usinctions. In explain the an explain the area explain the area explain the area explain the earn about imperse of samplain explain the e	R Network Interface Layer (Data Internet Layer (Network), and L3 Routing L4 Transport Layer, and TCP/UDP L7 Application Layer concept of information security. major threats to information history of cryptography and ital signatures, PKI, SSL, etc. as ng cryptography and hash basic concept of deep learning. concept of deep learning. plementing deep learning throughole codes		
	Quarter 4th	2nd	Class guidance, I Reference Model Network Interfact Internet Layer (No. 23 Routing) 24 Transport Layer Application of the Security (concept) Midterm exam. Cryptography (1) Cryptography (2) Deep learning(1) Deep learning(2) Deep learning(3) Machine learning	I and TCP/IP ce Layer (Data Link Network), and IPv4 yer, and TCP/UDP ayer ne midterm exam, i 2) 2) 3) (1)	SI Basic C C), and LAN C L L/v6 C C C C C C C C C C C C C	an explain the ink), and LAN and EAN and EAN and EAN and EAN an explain the an explain the an explain the an explain the an explain the an explain the an explain the area explain the area explain the area explain digpolications usinctions. In explain the an explain the area explain the area explain the area explain the earn about imperse of samplain explain the e	R Network Interface Layer (Data Internet Layer (Network), and L3 Routing L4 Transport Layer, and TCP/UDP L7 Application Layer concept of information security. major threats to information history of cryptography and ital signatures, PKI, SSL, etc. as ng cryptography and hash basic concept of deep learning. concept of deep learning. plementing deep learning through ble codes basic concept of machine		

	Examination	Little test	Mutual Evaluations between students	Behavior	Portfolio	Other	Total
Subtotal	80	0	0	0	20	0	100
Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	80	0	0	0	20	0	100
Cross Area Proficiency	0	0	0	0	0	0	0

Achievement 2 Fully understand combination circuits. Understand combination circuits.	А	kashi Co	ollege	Year	2024		_	ourse Title	Digital Circuits A
Class Format	Course 1	Informa	tion						
Department Electrical and Computer Engineering Student Grade 3rd	Course Co	ode	6330			Course Catego	ry	Specialize	d / Compulsory
TextDook and/or Teaching Materials TextSemester Classes per Week 2 TextDook and/or Teaching Materials Keltaro Hori: [Zukai Ronrikairo Nyuumon] , Monkta-Shuppan Instructor HOSORAWA Assushi	Class Forn	mat	Lecture			Credits		School Cre	edit: 1
Textbook and/or Execting Material Keitaro Horit: [Zukai Ronrikairo Nyuumon] , Morikita-Shuppan HoSOKAWA Atsushi Course Objectives (3) Understand the basic matters of logic circuits. (3) Understand the basic matters of logic circuits. (3) Understand basic of sequential circuits. Rubric Ideal Level Standard Level Understand the basic matters of logic circuits. Achievement 1 Fully understand combination Understand the basic matters of logic circuits. Achievement 2 Fully understand basic of logic circuits. Achievement 3 Fully understand basic of logic circuits. Achievement 3 Fully understand basic of logic circuits. Achievement 3 Fully understand basic of logic circuits. Achievement 3 Fully understand basic of logic circuits. Achievement 4 Fully understand basic of logic circuits. Achievement 5 Fully understand basic of logic circuits. Achievement 6 Fully understand basic of logic circuits. Achievement 7 Fully understand basic of logic circuits. Achievement 8 Fully understand basic of logic circuits. Achievement 9 Fully understand basic of logic circuits. Achievement 9 Fully understand basic of logic circuits. Achievement 9 Fully understand basic of sequential circuits of logic circuits. Achievement 9 Fully understand basic of logic circuits of logic circuits. Teaching Method Outline 1 Fully understand basic of logic circuits of logic circuits of logic circuits of logic circuits. The simm of this course is to understand the basic configuration and operating principles of arithmetic circuits. The simm of this course is to understand the basic of sequential circuits of logic circuits. The simm of this course is to understand the basic of sequential circuits of logic circuits simmelves and logic circuits of logic circuits and logical circuits of logic circuits simmelves so in the following the textbook. As necessary, such as the logic logic circuits themselves. If possible, the should construct the circuit they designed and study its operation. Notice 1 Full 1 Full 1 Full 1 Full 1 Full 1 Fu	Departme	ent	Electrical a	nd Computer E	ngineering	Student Grade 3rd			
Tracking Materials HoSoRAWA Assush HoSoRAWA	Term		First Seme	ster		Classes per Week 2			
Course Objectives (3) Understand the basic matters of logic circuits. (3) Understand combination disclared combination disclared combination disclared combination disclared disclared combination disclared basic of sequential circuits. Rubric Ideal Level	Textbook Teaching	and/or Materials	Keitaro Hoi	i: 「Zukai Ronri	ikairo Nyuumon] ,	Morikita-Shupp	oan		
(2) Understand combination circuits. (3) Inderstand basic of sequential circuits. (3) Understand combination circuits. (3) Understand basic of sequential circuits. Achievement 1 Achievement 2 Fully understand combination circuits. Achievement 3 Fully understand combination circuits. Achievement 3 Fully understand combination circuits. Achievement 3 Fully understand basic of sequential circuits. Achievement 3 Fully understand basic of sequential circuits. Achievement 3 Fully understand basic of circuits. Achievement 3 Fully understand basic of circuits. Achievement 3 Fully understand basic of circuits. Assigned Department Objectives Teaching Method Outline The aim of this course is to understand the basic configuration and operating principles of arithmetic circuits. The aim of this course is to understand basic of sequential circuits. Style Classes will be held in a lecture style, mainly by explaining content following the textbook. As necessary, students will work on exercises and design assignments. Style Students are required to learn in an active manner so they can design circuits themselves. If possible, the should construct the circuit they designed and study its operation. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning Theme 1st Binary numbers and Basics for Logical operations 3rd Active Learning Active Learning Active Learning Theme 1st Binary numbers and Basics for Logical operations 3rd Active Learning Active Learning Active Learning Theme 1st Binary numbers and Basics for radix conversions 3rd Course Plan Theme 1st Binary numbers and Basics for radix conversions 3rd Active Learning	Instructor		HOSOKAW	A Atsuishi					
Achievement 1	Course	Objectiv	es						
Achievement 1 Fully understand the basic matters of logic dircuits. Unacceptable Level	1(2) Under	stand com	nbination circu	its.	5.				
Achievement 1 Fully understand the basic matters of logic circuits. Industry and the specific professional	Rubric			Ideal Level		Standard Level			Unacceptable Level
Achievement 2 Fully understand combination circuits. Induction of the circuits. Induction of the circuits. Induction of the circuits.	Achiovom	ont 1		Fully understar		Understand the		matters of	Do not understand the basic
Achievement 3 Fully understand basic of sequential circuits. Circuits. Circuits.		Achievement 1 matters of logic circuits.				Understand co	mbinat	ion	Do not understand combination
Assigned Department Objectives Teaching Method Outline The aim of this course is to understand the basic configuration and operating principles of arithmetic cirr flip-flop circuits, counter circuits, etc., based on the Boolean algebra. Classes also involve exercises so th students can design appropriate circuits on their own. Classes will be held in a lecture style, mainly by explaining content following the textbook. As necessary, students will work on exercises and design assignments. Nakajima will teach in the first semester, and Hoshino in the second. Tsuchida is the liaison. Students are required to learn in an active manners so they can design circuits themselves. If possible, the should construct the circuit they designed and study its operation. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning Aided by ICT Applicable to Remote Class Experienced Ist Binary numbers and Basics for radix conversions Ist Binary numbers and Basics for radix conversions Can explain binary numbers and Basics for operations. And Logical operations and Venn diagrams Ist Binary numbers and Basics for Logical Can explain binary numbers and Basics for logical operations. Att Basics for the Boolean algebra Can explain logical operations and Venn diagrams. Ist Basics for the Boolean algebra Can explain logical operations and Venn diagrams. Att Basics of logic circuit design Can explain the basics of Boolean algebra. Can explain logical expression using the Karnaugh map Can explain the basics of logic circuit design. The Combination circuits 1 (e.g. how to design an adat can explain the basics of logic circuit design. The Basics of gate circuits Can explain the basics of gitted circuits. Can explain the basics of gitted circuits. Can explain the basics of logic circuit design. Can explain the basics of logic circuit design and the combination circuits (e.g. how to design a data converter circuit). Filp-flops 1 (e.	Achievement 2 circuits. Achievement 2 Fully understand basic of				nd basic of		sic of s	equential	Do not understand basic of
Teaching Method Outline				uits.				sequential circuits.	
The pim of this course is to understand the basic configuration and operating principles of arithmetic circlip-flop circuits, counter circuits set, based on the Boolean algebra. Classes also involve exercises so the students can design appropriate circuits on their own. Classes will be held in a lecture style, mainly by explaining content following the textbook. As necessary, students will work on exercises and design assignments. National construct the circuit they designed and study its operation. Students are required to learn in an active manner so they can design circuits themselves. If possible, the should construct the circuit they designed and study its operation. Students who miss 1/4 or more of classes will not be eligible for a grade evaluation. Characteristics of Class / Division in Learning Active Learning Theme Ist Binary numbers and Basics for radix conversions Radix conversions and Basics for Logical Can explain indical operations and Venn diagrams Can explain logical operations and Venn diagrams. Sth Logical expressions and the Karnaugh map Sth Logical expression using the Karnaugh map Can explain logical expression using the Karnaugh map operations. Sth Semester Midterm exam 1st Semester Theme Active Learning Combination circuits 1 (e.g. how to design an data adder circuit) Combination circuits 2 (e.g. how to design an data adder circuit) 1sth Basics of digital ICs Combination circuits 3 (e.g. how to design a data adder circuit) The Basics of digital ICs Combination circuits 3 (e.g. how to design a data adder circuit) Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-1 and JK-FF). Evaluation Method and Weight (%)									
Classes will be held in a lecture style, mainly by explaining content following the textbook. As necessary, students will work on exercises and design assignments. Natajima will teach in the first semester, and Hoshino in the second. Tsuchida is the liaison.		9 1 10010	The aim of flip-flop circ	cuits, counter c	ircuits, etc., based	on the Boolear	ion and	d operating ra. Classes	principles of arithmetic circuits, also involve exercises so that
Students are required to learn in an active manner so they can design circuits themselves. If possible, the should construct the circuit they designed and study its operation.	Style		Classes wil	be held in a le ill work on exer	cture style, mainly cises and design a	by explaining of the state of t		_	, ,
Active Learning	Notice		Students a	re required to lestruct the circuit	earn in an active n	nanner so they	can de	sign circuit	s themselves. If possible, they
□ Active Learning □ Aided by ICT □ Applicable to Remote Class □ Instructor Professional Experienced Course Plan Theme	Characte	eristics (of Class / D	ivision in Le	arning	-			
Theme 1st Binary numbers and Basics for radix conversions. 2nd Radix conversions and Basics for Logical operations 3rd Logical operations and Venn diagrams 4th Basics for the Boolean algebra 5th Logical expressions and the Karnaugh map 6th Karnaugh map exercises 7th Quine-McCluskey algorithm 8th Basics of logic circuit design 7th Quine-McCluskey algorithm 8th Basics of logic circuit design 9th Midterm exam 10th Basics of gate circuits 11th Basics of digital ICs 2nd Quarter 2nd Quarter 2nd Quarter 2nd Quarter 2nd Quarter 1st Combination circuits 1 (e.g. how to design an adder circuit) 1st Combination circuits 2 (e.g. how to design a data selector circuit) 1st Combination circuits 3 (e.g. how to design a data selector circuit) 1st Combination circuits 2 (e.g. how to design a data selector circuit) 1st Combination circuits 2 (e.g. how to design a data selector circuit) 1st Fije-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-Fr and JK-FF) 1sth Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total	□ Active	Learning		☐ Aided by IC	T	☑ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced
Theme	Course	Plan							
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Part			3rd Lo	gical operations	s and Venn diagrar	ms			
Sth Logical expressions and the Karnaugh map 6th Karnaugh map exercises 7th Quine–McCluskey algorithm 8th Basics of logic circuit design 9th Midterm exam 10th Basics of gate circuits 11th Basics of digital ICs 12th Combination circuits 1 (e.g. how to design an adder circuit). 2nd Quarter 2nd Quarter 13th Combination circuits 2 (e.g. how to design a data converter circuit) 14th Combination circuits 3 (e.g. how to design a data selector circuit). 15th Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). Evaluation Method and Weight (%) Examination Exercise and Task Can explain logical expressions and the Karnaugh map Can explain logical expressions and the Karnaugh map Can explain logical expressions and the Karnaugh map. Can simplify a logical expression using the Karnaugh map. Can explain the basics of logic circuit design. Can explain the basics of digital ICs. Can explain combination circuits (e.g. how to design and adata converter circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain combination circuits (e.g. how to design a data selector circuit). Can explain flip-flops (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). Evaluation Method and Weight (%) Examination Exercise and Task Total			4th Ba	sics for the Boo	olean algebra				pasics of Boolean algebra.
Sameste The combination circuits 1 (e.g. how to design an adder circuit). Sameste The combination circuits 2 (e.g. how to design a data converter circuit). Same converter circuit) The combination circuits 3 (e.g. how to design a data selector circuit). The combination circuits 3 (e.g. how to design a data selector circuit). The combination circuits 3 (e.g. how to design a data selector circuit). The combination circuits 3 (e.g. how to design a data selector circuit). The combination circuits 4 (e.g. how to design a data selector circuit). The combination circuits 4 (e.g. how to design a data selector circuit). The combination circuits 4 (e.g. how to design a data selector circuit). The combination circuits 5 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data selector circuit). The combination circuits 6 (e.g. how to design a data converter circuit). The combination circuits 6 (e.g. how to design a data		Quarter	5th Lo	gical expression	ns and the Karnau	gh map		al expressions and the Karnaugh	
1st Semeste r 9th Midterm exam Midterm exam Midterm exam 10th Basics of gate circuits 1sc. Can explain the basics of gate circuits. 11th Basics of digital ICs Can explain the basics of digital ICs. 12th Combination circuits 1 (e.g. how to design an adder circuit). 13th Combination circuits 2 (e.g. how to design a data converter circuit). 13th Combination circuits 3 (e.g. how to design a data selector circuit). 14th Combination circuits 3 (e.g. how to design a data selector circuit). 15th Fip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total			6th Ka	rnaugh map ex	cercises		Can si Karna	gical expression using the	
9th Midterm exam 10th Basics of gate circuits 11th Basics of digital ICs 12th Combination circuits 1 (e.g. how to design an adder circuit). 2nd Quarter 13th Combination circuits 2 (e.g. how to design a data converter circuit) 14th Combination circuits 3 (e.g. how to design a data selector circuit). 15th Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). Evaluation Method and Weight (%) 9th Midterm exam 10th Basics of ligital ICs Can explain the basics of gate circuits. Can explain the basics of gate circuits. Can explain combination circuits (e.g. how design a data converter circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain combination circuits (e.g. how design a data selector circuit). Can explain flip-flops (e.g. basic of FFs, operating principles and characteristic equation of RS-fand JK-FF). Evaluation Method and Weight (%) Examination Exercise and Task Total			7th Qւ	iine-McCluskey	algorithm				Quine–McCluskey algorithm
Position of the state of the st			8th Ba	sics of logic cire	cuit design				pasics of logic circuit design.
11th Basics of digital ICs Can explain the basics of digital ICs. 12th Combination circuits 1 (e.g. how to design an adder circuit) 13th Combination circuits 2 (e.g. how to design a data converter circuit) 13th Combination circuits 2 (e.g. how to design a data converter circuit) 14th Combination circuits 3 (e.g. how to design a data converter circuit). 14th Combination circuits 3 (e.g. how to design a data converter circuit) 15th Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF) 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total	r		9th Mi	dterm exam			Midter	m exam	
2nd Quarter 2nd Quarter 13th Combination circuits 1 (e.g. how to design an adder circuit). 13th Combination circuits 2 (e.g. how to design a data converter circuit). 14th Combination circuits 3 (e.g. how to design a data converter circuit). Combination circuits 3 (e.g. how to design a data selector circuit). Combination circuits 3 (e.g. how to design a data selector circuit). Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total								•	
2nd Quarter 2nd Quarter 13th Combination circuits 2 (e.g. how to design a data converter circuit). 14th Combination circuits 3 (e.g. how to design a data converter circuit). 14th Combination circuits 3 (e.g. how to design a data converter circuit). 15th Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total								•	
Quarter 13th Converter circuit) design a data converter circuit). 14th Combination circuits 3 (e.g. how to design a data 15th Flip-flops 1 (e.g. basic of FFs, operating 15th principles and characteristic equation of RS-FF 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total 15th Can explain combination circuits (e.g. how to design a data selector circuit). Can explain flip-flops (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total 15th Can explain combination circuits (e.g. how to design a data converter circuit). Can explain flip-flops (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). 15th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total 15th Can explain combination circuits (e.g. how to design a data converter circuit). Can explain flip-flops (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF). 15th Final exam Evaluation Method and Weight (%)	adder circuit)					design an	Can e design	xplain com an adder	bination circuits (e.g. how to circuit).
Selector circuit) design a data selector circuit). Flip-flops 1 (e.g. basic of FFs, operating principles and characteristic equation of RS-FF and JK-FF) 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total	Quarter Converter circuit)					design a data	Can design	explain con a data cor	nbination circuits (e.g. how to nverter circuit).
15th principles and characteristic equation of RS-FF principles and characteristic equation of RS-I and JK-FF). 16th Final exam Evaluation Method and Weight (%) Examination Exercise and Task Total	selector circuit)					design a data	design	'a data sel	ector circuit).
Evaluation Method and Weight (%) Examination Exercise and Task Total	15th principles and characteristic equati					erating Can explain flip-flops (e.g. basic of FFs, opinion of RS-FF principles and characteristic equation of RS			flops (e.g. basic of FFs, operating aracteristic equation of RS-FF
Examination Exercise and Task Total		nal exam							
Examination Exercise and Task Total	Evaluati	on Meth	od and We	ight (%)					
Subtotal 70 30 100						Exercise and Task Total			Total
									100
Basic Proficiency 0 0 0	Basic Prof	iciency				 			0
Specialized Proficiency 70 30 100	Specialize	d Proficier	псу	70					100

Cross Area Proficiency 0 0 0

A	Akashi Co	ollege	Year	2024		Cour		Digital Circuits B	
Course	Informa	tion	I	1		1 1101			
Course Co		6331			Course Categor	rv Spe	ecializ	ed / Compulsory	
Class For	mat	Lecture			Credits		School Credit: 1		
Departme	ent	Electrical a	nd Computer E	gineering Student Grade		3rc	1		
Term		Second Se	mester Classes per Wee			ek 2			
Textbook Teaching	and/or Materials	堀桂太郎:	「図解論理回路入	門」森北出版					
Instructo	r	OHMUKAI	Masato						
Course	Objectiv	es es							
設計ができ	フロップ回記 きる。AD変	各の動作を理解 換回路とDA変	し、それを用いた 奥回路の原理と特	:各種回路の動作に 徴を理解できる。	ついてタイミング	チャートを	用いて	確認することができる。順序回路の	
Rubric			T田+日かりよいないます。		無がたわたいないます。			十列法L 3/1 6 日内	
			理想的な到達レイ		標準的な到達レク		 ± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ±	未到達レベルの目安	
評価項目1			プリツノフロツノ 分に理解できる	プ回路の動作を十	フリップフロッ? 解できる	ノ凹路の動作	作を埋	フリップフロップ回路の動作を理 解できない	
評価項目2				を十分に理解でき	順序回路の概念を	を理解できる	3	順序回路の概念を理解できない	
評価項目3	3			O変換回路の各種 を十分理解できる	DA変換回路とAI 類の原理と特徴を			DA変換回路とAD変換回路の各種 類の原理と特徴を理解できない	
Assigne	ed Depar	tment Obje	ectives						
Teachir	ng Metho	od							
Outline		論理回路の 身に着ける。 路とAD変	知識を基礎とし、 。さらに、ロジッ 換回路の各種を紹		ップ回路を解説し アルチバイブレータ	、これとロタの回路、シ	ジックシュミッ	を用いて順序回路を設計する手法を ソト回路の動作を解説し、DA変換回	
Style		講義形式に	より重要な概念の	解説を行い、より流	架く理解するため	に、周囲と	のコミ	ュニケーションを交えた自習をおこ	
				い理解度チェックを					
Notice		-		:(割合) >1/3以上 ·	-				
Charact	eristics	of Class / L	Division in Learning						
☑ Active	Learning		\square Aided by IC	Т	☑ Applicable to a positive o Remote	Class	☐ Instructor Professionally Experienced		
			, -					Lxperienced	
Course	Dlan								
Course		Тть	neme			Goals			
		+	Theme 論理素子(ロジック)の基礎				シックの)動作を理解する	
)設計ができ、RSFFとJKFFの動作と	
		2nd 組	組み合わせ回路の設計法とRSFF、JKFF				する		
		3rd N/	IANDで構成したDFFの動作			DFFの特性表を書くことができ、タイミングチャートで動作を記述できる。			
	3rd	4th シジ	フトレジスタとし ョンソンカウンタ	リングカウンタ、TF ァ	Fと分周回路、	JKFFの特性表を書くことができ、TFF、シフトレジスタ、分周回路、ジョンソンカウンタのタイミングチャートで動作を記述できる。			
	Quarter	5th 確	認テスト			60点以上を取得する。			
		6th FF	の補足事項と機能			励起表を書くことによりあるFFを別のFFで構成する回路を設計することができる。			
		7th 非	同期式カウンタと	:同期式カウンタ		TFFを用いて非同期式カウンタと同期式カウンタの動作原理を理解し、カウンタの設計できる。			
2nd Semeste r		8th 順	序回路の設計法					理解し、状態遷移図と状態遷移表を 『設計できるようになる。	
'		9th 順	序回路の設計法の	実例		順序回路の になる。	設計を	全重ねて、順序回路が設計できるよう	
		10th 確	 認テスト			60点以上を	ア取得で	する。	
		11th -			ータの動作と双			/ ジャータの動作が理解できる。	
	4th		 安定マルチバイン	ブレータとシュミッ	ト回路の動作原	単安定マルチバイブレータとシュミット回路の動作が理解できる。			
	Quarter		- DPアンプの基礎、重み抵抗型DA変換回路、はしご型			生解できる。 2 種類のDA変換回路についてその回路を判別することができ、その動作を理解する。			
		14th AI 較	AD変換回路の各種 – 並列比較型、逐次比較型、追従比 交型、 2 重積分型の原理と特徴			4種類のAD変換回路の原理と特徴を説明できる。			
		15th 確	在認テスト			60点以上を取得する。			
		16th	ritioner 2 / N I			00/17/2/T CAVILL 2 200			
Evaluat	ion Meth	nod and We	eight (%)						
			試験				Total		
Subtotal			50			100			
Subtotal			0	0		0			
専門的能力			50		50	-		100	
分野横断的			0		0			0	
/ 1 171 154 [十 「	רלחנוי		· ·		1~				

Д	ıkashi Co	ollege	Year	2024		Course Title	Experiments of Electrical and Computer Engineering II A	
Course	Informa	tion						
Course Co	ode	6332			Course Category	ory Specialized / Compulsory		
Class For	mat	Experiment			Credits	School C	Credit: 2	
Departme	ent	Electrical ar	nd Computer E	ingineering	Student Grade	3rd		
Term		First Semes	ster		Classes per Wee	k 4		
Textbook Teaching	and/or Materials	For each ex	periment then	ne, materials will l	pe distributed in p	rint and expla	ined.	
Instructo	<u>r</u>	SUYAMA Ta	ikei,HOSOKAV	VA Atsuishi,HIROT	A Atsushi,			
Course	Objectiv	es						
1) Can co 2) Can or 3) Can w	nduct exp ganize the rite up rep	eriments using results of exp orts about exp	g experimental periments and periments and	hey can be unders me.	stood from an	engineering perspective.		
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1		Can carry out efficiently and	experiments accurately.	Can carry out ex	periments.	Cannot carry out experiments.	
Achievem	ent 2		Can organize t results and and depth.	he experimental alyze them in	Can organize and experimental res	d analyze ults.	Cannot organize and analyze experimental results.	
Achievem	ent 3		Can write up d experimental r submit them o	eports and	Can write up expreports and subrtime.	perimental nit them on	Cannot write up experimental reports and submit them on time.	
Assigne	d Depar	tment Obje	ctives					
	g Metho							
Outline	<u>, , , , , , , , , , , , , , , , , , , </u>	The aim of the ability t	o learn actively correctly and o	y through experim	ients. Students ar	e expected to	ation engineering experiments and develop a habit of using the 's will be in charge of multiple	
Style		Students w organize an	ill split into gro nd analyze the	oups of 3-5 people obtained data. Als	, and each group so, they will write	will perform e up reports and	xperiments on each theme, and direceive individual guidance.	
Notice		must clean during the f	the lab and pu first week of th	it away the equipr ne first and second	nent properly. Pre I semesters. Stude	ecautions rega ents who do n	eive a passing grade. Students rding the experiments will be given ot perform all experiments will not eports will not achieve a passing	
Charact	eristics	of Class / D	ivision in Le	arning				
□ Active	Learning		☐ Aided by IC	CT	☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
Course	Dlan							
Course	lian	Th	eme			Goals		
			periment guida	ance	L		e outline and precautions regarding	
		2nd Log	gic trainers I		C		e operation of basic logic circuits	
		3rd Re	port organizati	on		Can write up reports based on experimental of		
	1st		ermocouples				hermal power in experiments.	
	Quarter		port organizati	on			eports based on experimental data.	
				gues for AC circuit		•	neasure an AC circuit.	
			port organizati				eports based on experimental data.	
1st	8th Series resonance				C	an measure t	he voltage of each element of the experimentally examine resonance	
Semeste	ste 9th Report organization						eports based on experimental data.	
'			, ,	pes and Waveform	n Processing s	Can perform w eries deploym	aveform observation and Fourier ent calculations using a digital	
		11th Re	port organizati		oscilloscope. Can write up reports based on experimental data			
	2nd		ototransistor	OII	C		d the properties of	
	Quarter	13th Re	port organizati	on			eports based on experimental data.	
			port organizati spberry Pi	O11			· · · · · · · · · · · · · · · · · · ·	
				d organizing experiments		Can use the Raspberry Pi for a project. All reports from the previous quarter can be submitted together.		
		16th No	final exam			lone	C. C. C.	
Evaluat	ion Moth				[10			
⊏vaiuat	ion metr	od and We	igrit (%)					

	Examination	Report	Mutual Evaluations between students	Behavior	Portfolio	Other	Total
Subtotal	0	80	0	20	0	0	100
Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	0	80	0	20	0	0	100
Cross Area Proficiency	0	0	0	0	0	0	0

Akashi College		Year 2024			Course Title Experiments of Electric and Computer Engineering II B					
Course	Informa	tion								
Course Co	ode	6333			Course Categor	y Sp	Specialized / Compulsory			
Class For	mat	Experimer	nt	Credits	Sc	chool C	redit: 2			
Departme	ent	Electrical a	and Computer E	Student Grade	3r	⁻ d				
Term	Second Semester Class					ek 4				
Textbook Teaching	and/or Materials									
Instructo			aikei,HIROTA A	itsushi,						
Course	Objectiv	es								
2) Can or	ganize the	results of ex	ng experimental operiments and operiments and	l equipment. analyze them so t submit them on ti	hey can be under me.	rstood fro	om an	engineering perspective.		
Rubric			I		lo: 1 11 1			I		
			Ideal Level		Standard Level			Unacceptable Level		
Achievem	ent 1		Can carry out efficiently and	experiments accurately.	Can carry out experiments.		nts.	Cannot carry out experiments.		
Achievement 2			Can organize t results and an depth.	the experimental alyze them in	Can organize and analyze experimental results.		ze	Cannot organize and analyze experimental results.		
Achievement 3			Can write up of experimental resubmit them of	reports and	Can write up ex reports and sub time.	n write up experimental ports and submit them on ne.		Cannot write up experimental reports and submit them on time.		
Assigne	d Depar	tment Obj	ectives							
Teachin	g Metho	od								
Outline The aim of this course is to gain a better understanding of electrical information engineering experiments the ability to learn actively through experiments. Students are expected to develop a habit of using the equipment correctly and organizing the laboratory. Several faculty members will be in charge of multiple experimental themes with Suyama, Hirota, and Enomoto in the second semester. The experiments for we 13 and 14 of the second semester will be conducted by a faculty member who engaged in the research a development of middleware (database) at Hitachi, Ltd. Research & Development Headquarters for five years.								develop a habit of using the swill be in charge of multiple nester. The experiments for weeks who engaged in the research and		
Style	yle Students will split into groups of 4 or 5 people, and each group will perform experiments on each theme, an organize and analyze the obtained data. Also, they will write up reports and receive individual guidance.									
Notice		If all repor must clear during the passing gr	n the lab and pu first week of th	en received by the ut away the equiprone first and second	due date, studer ment properly. Pr I semesters. Stud	nts will no recaution lents who	ot rece s regar o fail to	vive a passing grade. Students rding the experiments will be given by submit reports will not receive a		
Charact	eristics	of Class / [Division in Le	earning						
☐ Active	Learning		☑ Aided by IC	T -	☑ Applicable to	Remote	Class	☐ Instructor Professionally Experienced		
Carriage	Dlass									
Course	Plan		h a ma a		1.	Capla				
			heme			Goals Can unde	orctand	I the outline and precautions for		
	3rd Quarter	1st E	xperiment guida	nt guidance			second semester experiments.			
		2nd C	haracteristics of	istics of FETs			Can measure the basic characteristics of FETs.			
		3rd D	ynamic charact	nic characteristics of FETs			Can measure the dynamic characteristics of a FET amplifier circuit.			
		4th R	eport organizat	organization 			Can write up reports based on experimental data by the due date.			
		5th C	haracteristics of	rracteristics of natural energy generation			Can experimentally examine current voltage and output characteristics of natural energy generation .			
		6th R	eport organizat	eport organization			Can write up reports based on experimental dat			
2nd Semeste r		7th N	load test of a direct current electric motor			Can test the unloaded characteristics of a direct				
		8th R	eport organization		Can write up reports based on experimental data.					
	4th Quarter		rect current generator load test			Can examine the load characteristics of a direct				
			-		current generator.					
			eport organization		Can write up reports based on experimental data. Can examine the frequency characteristics of an					
		11th B	sic characteristics of an operational amplifier		inverted amplifier using an oscilloscope.					
		12th R	eport organizat	ort organization		Can write up reports based on experimental data.				
		13th T	he efficiency of	of sorting algorithms (1)		Can examine the efficiency of the sorting algorithms.				
				iency of the sorting algorithms (2)		Can examine the efficiency of the sorting algorithms.				
			•	periment Summary and Organization			Can submit all reports all together at once.			
<u> </u>			o final exam			None				
Evaluat	<u>ıon Meth</u>	od and We	eight (%)							

	Examination	Report	Mutual Evaluations between students	Behavior	Portfolio	Other	Total
Subtotal	0	80	0	20	0	0	100
Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	0	80	0	20	0	0	100
Cross Area Proficiency	0	0	0	0	0	0	0