Course number	U-LAS20 10003 SB48				
Course title (and course title in English)	英語ライティングーリスニングB EW38a 1M5 English Writing-Listening B	Instructor's name, job title, and department of affiliation	Part-time Lecturer,ARMSTRONG, Wesley James		
Group	Languages	Field(Classification)			
Language of instruction	English	Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar (Foreign language) (Face-to-face course)	Year/semesters	2026・Second semester
Days and periods	Tue.3	Target year	1st year students	Eligible students	For all majors

[Areas of skills]

Academic writing & listening

[Overview and purpose of the course]

For the continued development of students' skills in English for General Academic Purposes (EGAP), English Writing-Listening B (EWLB) consists of three components: writing, listening, and vocabulary. EWLB aims to advance the skills in EGAP that students learned in EWLA.

For practice with writing, students analyze and evaluate basic elements of academic writing they learned in EWLA; they further identify, recognize, or understand more advanced elements; finally, they recall and apply all acquired knowledge in the process of producing an academic report of at least 1,000 words. By writing substantial academic reports more autonomously, students will acquire advanced academic writing skills as stated in the Course Goal section below.

For practice with listening, students take the online course known as GORILLA (Global Online Resources for International Language Learning Assistance) outside class. They are assessed on their listening proficiency through weekly online assignments, as well as the four tests that the instructor administers in class.

For vocabulary learning, students use the standard reference book titled “Kyoto University Vocabulary Database 1110.” Like the listening component, students independently study words from the general academic list that the instructor assigns (usually 50 words a week) and are tested on a number of these words weekly.

[Course objectives]

By the end of this course, students will acquire the following skills at varying levels. Students should be able to:
- Recognize and use basic academic words in English
- Process more advanced academic discourse presented aurally
- Analyze topics and develop suitable controlling ideas, thesis statements, and outlines for academic reports
- Analyze and evaluate the locations, functions, and features of the standard paragraph-level elements of an academic report (i.e., introduction, body, and conclusion paragraphs) and apply the analysis and evaluation when writing academic reports
- Analyze and evaluate the locations, functions, and features of the standard sentence-level elements (e.g., thesis statement, topic sentences, support sentences) and apply the analysis and evaluation when writing

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academic reports
- Recognize more advanced methods of maintaining the unity (e.g., repetition of key points) and coherence (e.g., quality of language) of ideas in academic reports, evaluate the unity and coherence of their writing, and apply the analysis and evaluation when writing.
- Utilize, with sufficient accuracy, a broad range of citation conventions when formatting academic reports
- Understand more advanced paraphrasing techniques to integrate information from external sources (e.g., summarizing, quoting), recognize and use more detailed citation conventions, and utilize this knowledge to avoid plagiarism
- Evaluate and integrate supporting evidence and sources to produce an academic report.
- Recognize the formatting conventions of an appropriate reference list and apply this knowledge to generate one for an academic report.
- Recognize particular styles and conventions within academic writing and adopt them appropriately
- Acquire a deeper understanding of the writing process in the production of academic reports after revising drafts with feedback
- Combine knowledge of (i) the structure of an academic report, with allowances made for rhetorical style such as argumentation and cause-effect, (ii) the writing process, and (iii) the evaluation and integration of supporting evidence and sources, and apply this knowledge to produce an academic report of at least 1,000 words

[Course schedule and contents)]

In-class activities are related to the contents of the textbook. Though there may be some adjustments in certain cases, the schedule of this course is as follows:

Chapter 1 Paragraph Structure Review
Chapter 2 Academic Essay Structure & Topic Selection
Chapter 3 Thesis Statement & Essay Outline
Chapter 4 Body Paragraphs & Transitional Words
Chapter 5 Paraphrase, Quotation, Summary, & Citation
Chapter 6 Introduction & Conclusion Paragraphs
Chapter 7 Proofreading & Revision
Chapter 8 Quality of Thought: Evaluating Topics
Chapter 9 Quality of Thought: Evaluating Thesis Support
Chapter 10 Quality of Content: Evaluating Evidence
Chapter 11 Quality of Language: Integrating Evidence
Chapter 12 Quality of Language: Academic Style
Chapter 13 Quality of Feedback & Revision
Chapter 14 Overall Quality
Feedback

Important: Some instructors may cover more than one chapter in one week for better learning outcomes in the whole semester. Each instructor decides whether or not the class conducts the final examination in the test week. Students should confirm the class policy from their instructors.

[Course requirements]

Refer to "Handbook of Liberal Arts and General Education Courses".

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[Evaluation methods and policy]

1. Vocabulary assessments 10%

2. Listening assessments 20%
*Students must pass at least eight out of 13 learning units (Units 1-12 and TOEFL ITP Sample Test Unit) of the online materials in order to receive credit for this course.
*The score for the listening assessments is determined by performance on four in-class assessments and the study record of the online materials (Units 1-12 and TOEFL ITP Sample Test Unit).

3. Writing assignments 50%
*Scores for writing assignments may include in-class writing tasks and participation in class activities as well as a term paper.
*Students must complete various writing assignments, including an academic report of at least 1,000 words in order to receive credit for this course. Note that plagiarism must be avoided.

4. TOEFL ITP score 20 %
*Students must take the TOEFL ITP on the date that ILAS designates.

[Textbooks]

Institute of Liberal Arts and Sciences, Kyoto University 『EGAP Writing 2: Research Writing_2026 Edition』（Students are requested to download the PDF file from the URL. http://hdl.handle.net/2433/297984）
京都大学英語学術語彙研究グループ＆研究社 『京大・学術語彙データベース基本英単語１１１０』（研究社）ISBN:978-4-327-45221-6

[References, etc.]

（References, etc.）
Introduced during class

[Study outside of class (preparation and review)]

Students are required to study academic vocabulary from the designated part (EGAP vocabulary) of the "Kyoto University Vocabulary Database 1110" outside of class, and regularly take vocabulary assessments in class.

Students are also required to study the online listening materials outside of class through the GORILLA system. The materials for this course are as follows:

・KU Academic Listening (B) Units 1-12 (required)
・TOEFL ITP Sample Test Unit (required)
・KU Can-Do Self-Assessment (optional)
・Extra practice for further study (optional)

Students must complete each unit by the assigned deadline. If students miss the deadline for a certain unit, the unit will not be evaluated as a passed unit.
Students must also take four in-class assessments based on the KU Academic Listening (B) units.

For details such as the deadlines and the in-class assessment schedule, please see the handout distributed in class and the information posted on the GORILLA system.

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[Other information (office hours, etc.)]

Students are advised to save the textbook PDF file in their digital devices.
If they want a printed version, they can print the file on a printer at home or a nearby shop, purchase a book-binder (less than 200 yen) at the Univ. Co-op shop in the Yoshida-minami Campus or the Clock-tower, and use a binding-machine there for no extra charge.

Kyoto University students have access to free instructional videos on English listening skills. These videos help English learners by explaining how pronunciation changes in actual speech, covering features such as assimilation, reduction, and linking.
https://kubar.rd.iimc.kyoto-u.ac.jp/elme/

Students may benefit from accessing the website offered by the Division of English Language Education (DELE), i-ARRC, Kyoto University. The website provides useful information to support students in learning and using English autonomously.
JP:https://www.i-arrc.k.kyoto-u.ac.jp/english_jp
EN:https://www.i-arrc.k.kyoto-u.ac.jp/english

[Essential courses]