2018

前

入学試験問題

外国語　英　　語

注　意　事　項

○問題について

1. 試験開始の合図があるまでは，この問題冊子の内容を見てはいけません。
2. 問題は 1 から 6 まで，全部で 18 ページです。とじ間違いや，印刷不鮮明の箇所があれば申し出なさい。
3. 問題 4 と 5 と 6 の 1 はリスニング試験です。音声を聞いてから解答しなさい。リスニング試験は 11 時 00 分に開始し，11 時 25 分頃に終了する予定です。

○解答について

1. 解答用紙は 6 枚です。
2. 全ての解答用紙に受験番号を記入しなさい。
3. 解答は，解答用紙の指定された欄に枠からはみ出さないように記入しなさい。
4. 解答は，黒鉛筆(シャープペンシル可)を使用し，横書きで記入しなさい。
5. 解答欄がマス目になっている設問では，1 マスに 1 文字ずつ記入しなさい。句読点も 1 文字と数えること。ただし，アラビア数字・アルファベットは 1 マスに 2 文字ずつ記入しなさい。

○そ　の　他

1. 質問など，何か用事があるときは，手をあげて知らせなさい。
2. 解答が終わっても，途中退出は出来ません。ただし，トイレに行きたい場合や気分が悪くなったときは，手をあげて知らせなさい。
3. 不正行為を行った場合や，試験監督の指示に従わない場合には採点しません。
4. この問題冊子は持ち帰りなさい。

1 次の文章は人間の脳について書かれた本の一部です。文章を読み，下の設問に答えなさい。(70 点)

What exactly is a 'friend'? It's a question that makes you seem a rather tragic individual if asked aloud. A friend is essentially someone with whom you share a personal bond (that isn't familial or romantic). However, it's more complicated because people have many different categories of friends; work friends, school friends, old friends, acquaintances, friends you don't really like but have known too long to get rid of, and so on. The Internet also now allows 'online' friends, as people can form meaningful relationships with like-minded strangers across the planet.

It's lucky we have powerful brains, capable of handling all these different relationships. Actually, according to some scientists, ①this isn't just a convenient coincidence; we may have big powerful brains *because* we formed complicated social relationships.

This is the social brain hypothesis, which argues that complex human brains are a result of human friendliness. Many species form large groups, but this doesn't equal intelligence. Sheep form flocks, but their existence seems largely dedicated to eating grass and general fleeing. You don't need smarts for that.

Hunting in packs requires more intelligence as it involves coordinated behaviours, so pack hunters such as wolves tend to be smarter than docile-but-numerous prey. Early human communities were substantially more complex again. Some humans hunt, while others stay and look after the young and sick, protect the homestead, forage for food, make tools and so on. ②This cooperation and division of labour provides a safer environment all round, so the species survives and thrives.

This arrangement requires humans to care about others *who are not biologically linked to them.* It goes beyond simple 'protect our genes' instincts.

Thus, we form friendships, meaning we care about the well-being of others even though our only biological connection is that we're the same species (and 'man's best friend' shows even this isn't essential).

Coordinating all the social relationships required for community life demands a great deal of information processing. If pack hunters are playing noughts and crosses, human communities are engaged in ongoing chess tournaments. Consequently, powerful brains are needed.

Human evolution is difficult to study directly, unless you have several hundred thousand years to spare and *lots* of patience, so it's hard to determine the accuracy of the social-brain hypothesis. A 2013 Oxford University study claimed to have demonstrated it via sophisticated computer models that showed social relationships do in fact require more processing (and therefore brain) power. Interesting, but not conclusive; how do you model friendship on a computer? Humans have a strong tendency to form groups and relationships, and concern for others. Even now, a complete lack of concern or compassion is considered abnormal (psychopathy).

An inherent tendency to want to belong to a group can be useful for survival, but it also throws up some surreal and bizarre results. For example, being part of a group can override our judgement, even our senses.

Everyone knows about peer pressure, where you do or say things not because you agree but because the group you belong to wants you to, like claiming to like a band you detest because the 'cool' lads like them, or spending hours discussing the merits of a film your friends loved but that you found agonisingly dull. This is a scientifically recognised occurrence, known as ③normative social influence, which is what happens when your brain goes to the effort of forming a conclusion or opinion about something, only to abandon it if the group you identify with disagrees. Worryingly often, our brains prioritise 'being liked' over 'being right'.

This has been demonstrated in scientific settings. ④A 1951 study by

Solomon Asch put subjects in small groups and asked them very basic questions; for instance, showing them three different lines and asking, 'Which is longest?' It might surprise you to hear that most participants gave completely the wrong answer. It didn't surprise the researchers though, because only one person in each group was a 'real' subject; the rest were stooges instructed to give the wrong answer. The genuine subjects had to give their answers last, when everyone had given theirs aloud. And 75 per cent of the time, the subjects gave the wrong answer too.

When asked why they gave a clearly wrong answer, most said they didn't want to 'rock the boat' or similar sentiments. They didn't 'know' the other group members at all outside the experiment, and yet they wanted the approval of their new peers, enough to deny their own senses. Being part of a group is apparently something our brains prioritise.

⑤ It's not absolute. Although 75 per cent of subjects agreed with the group's wrong answer, 25 per cent *didn't*. We may be heavily influenced by our group but our own backgrounds and personalities are often equally potent, and groups are composed of different types of individuals, not submissive drones. You do get people who are happy to say things almost everyone around them will object to. You can make millions doing this on televised talent shows.

Normative social influence can be described as behavioural in nature; we *act* as if we agree with the group, even if we don't. The people around us can't dictate how we *think* though, surely?

Often, this is true. If all your friends and family suddenly insisted 2+2=7, or that gravity pushes you up, you still wouldn't agree. You might worry that everyone you care about has completely lost it, but you wouldn't agree, because your own senses and understanding show that they're wrong. But here the truth is blatant. In more ambiguous situations, other people can indeed impact on our thought processes.

This is informational social influence, where other people are used by our

brains as a reliable source of information (however wrongly) when figuring out uncertain scenarios. This may explain why anecdotal evidence can be so persuasive. Finding accurate data about a complex subject is hard work, but if you heard it from a guy down the pub, or from your friend's mother's cousin who knows about it, then this is often sufficient evidence. Alternative medicine and conspiracy theories persist thanks to this. ⑥

【設問】

下の 1 ～ 6 の設問に答えなさい。解答は解答欄に書きなさい。

1. 下線部①はどのようなことを表しているか，this の内容を具体的に記し，50 字以内の日本語で説明しなさい。

2. 下線部②を成立させるための前提条件はどのようなものか，40 字以内の日本語で説明しなさい。

3. 下線部③はどのようなものか，本文から例を一つ挙げながら 80 字以内の日本語で説明しなさい。

4. 下線部④の概要と結果を 100 字以内の日本語で記しなさい。

5. 下線部⑤のような結果になるのはなぜか，40 字以内の日本語で説明しなさい。

6. 下線部⑥の this が表す内容を 40 字以内の日本語で記しなさい。

2 次の文章は *The Economist* という雑誌の 2017 年 6 月号に掲載された Why is Canada's 150th birthday controversial? という記事です。文章を読み，下の設問に答えなさい。(40 点)

Canada celebrates its 150th birthday on July 1st. An estimated 500,000 people will gather on the lawns of the neo-Gothic parliament buildings in Ottawa on Saturday to hum along with the folksinger Gordon Lightfoot (yes, he's still alive) and to ooh and aah at the fireworks display, which its sponsor promises will be the largest Canada Day show. Canada is well (①) in much of the world, and its citizens feel they have earned the party. So why is the anniversary of Canada's founding controversial?

There is much to celebrate. Canada remains a separate country despite being twice (②) by Americans intent on occupying the entire northern part of the continent. It has weathered the existential crisis of Quebec separatism, now in deep freeze according to Chantal Hébert, a Quebec commentator. While much of the Western world is gloomily turning inward, Canada trumpets the merits of globalisation, multiculturalism and refugee acceptance. The lead cheerleader is Justin Trudeau, the photogenic prime minister, who showed his diversity chops last week by (③) in the Toronto Pride parade while wearing socks that said *Eid Mubarak*, to mark the Muslim festival at the end of Ramadan. Among Americans who (④) his name, Mr Trudeau is more popular than Donald Trump.

Yet for the 1.4 million First Nation, Inuit and Métis, the land's original inhabitants, there is nothing to (⑤). "Canada 150 is so insulting," says Pam Palmater, a Mi'kmaw lawyer and university professor. "We've been here for tens of thousands of years." Their grievances go well beyond a dispute over dates. After the Dominion of Canada was (⑥) in 1867, the new government continued colonial policies that seized their land and put them on reserves. Worse, the government tried to eradicate their culture and language

by taking indigenous children from their homes and putting them in "residential schools." First Nations could not (⑦) a lawyer to defend their land claims until 1951. Those on reserves (some gave up their status and moved to cities) were not allowed to vote until 1960.

Stephen Harper, the former Conservative prime minister, apologised in 2008 for residential schools, the last of which closed in 1996. The Liberal government has (⑧) to repair the tattered relationship. But progress is uneven. The same week that Mr Trudeau said Canada's relationship with indigenous peoples was the most important one it had, his government delayed (⑨) indigenous children the same access to government services as non-indigenous children by going back to court to ask for clarification. Murray Sinclair, an Ojibway and the former head of a national commission that looked into residential schools, says until the government (⑩) up with a clear plan on how to achieve true reconciliation its statements risk becoming platitudes. Mr Trudeau says it's going to take "many, many generations" to undo hundreds of years of harm. At that rate indigenous people will probably not be among the revellers when Canada turns 200 in 2067.

【設問】

空所①～⑩に入れるのにもっともふさわしい単語を下から１つずつ選んで，必要であれば適切な形に変えて解答欄に書きなさい。それぞれの単語は１回だけ使うものとします。

celebrate	come	form	give
hire	invade	march	recognise
regard	save	vow	

3 次の文章は *The Language Myth: Why Language is Not an Instinct* という本の一部で，言語の多様性について論じている箇所です。文章を読み，下の設問に答えなさい。(40 点)

Today there are between 6, 000 and 8, 000 languages spoken in the world. It is difficult to say precisely how many. And this is because it is inherently tricky to determine whether a spoken variety counts as a dialect or a language in its own right. You might think that an obvious way to decide would be to rely on mutual intelligibility. A speaker of American English can (more or less) understand a speaker of British English. In contrast, a monolingual speaker of French cannot understand a speaker of English (of either variety). On this measure, ①_____.

However, cultural identity and socio-political concerns tend to intervene. Serbian and Croatian are considered to be separate languages by the peoples of Serbia and Croatia, respectively. But they *are* mutually intelligible, and they differ *less* markedly than American and British varieties of English — a colleague from Niš in Serbia has even told me that he finds it easier to understand speakers from the capital of Croatia, Zagreb, at a distance of some 650 km, than some Serbian dialects, 80-100 km from Niš, in the south-east of Serbia. In contrast, ②_____.

A second reason for the difficulty is that nearly every week one of the world's languages dies out. ③_____. Of course, a language can be revitalised. The most extreme example is Hebrew: the only example in history of the total revival of a dead language. By around 200 CE, Hebrew had ceased to be a living language — it no longer had native speakers — and it survived into the Middle Ages purely as the language of Jewish ceremonial writing — equivalent to the role of Latin in the Catholic church in mediaeval Europe. Yet today, Hebrew has several million first-language users, and is the official language of a nation state: Israel. But sadly, ④_____.

The most accurate reference work on the world's languages is the *Ethnologue* encyclopaedia. At the time of writing, there are 6,909 distinct languages of the world, as recorded by *Ethnologue*. Of these, around 82 per cent are spoken by populations of less than 100,000 people, 39 per cent are spoken by less than 10,000 people, and 8 per cent of the world's languages are considered to be endangered. Prior to 1492, with Christopher Columbus' first voyage to the Americas marking the beginning of western imperialism by European kingdoms, there were probably twice as many languages as there are today. And ⑤_____.

While the figure of around 7,000 languages sounds a large number, only around 10 per cent of these have been studied in *any* detail — resulting in dictionaries and written records of the languages' grammars. Nevertheless, ⑥_____. As linguists Nicholas Evans and Stephen Levinson observe, "it's a jungle out there: languages differ in fundamental ways — in their sound systems (even if they have one), in their grammar, and in their semantics."

To give you a sense of this diversity, consider this: the sound systems deployed by the world's languages range from 11 to 144 distinctive sounds. And, of course, sign languages don't use sounds at all. Some languages, such as English, have fairly restricted word order — in this sentence, *The supermodel kissed the window cleaner*, we know that the subject is *the supermodel* as it precedes the verb. Moreover, the word orders exhibited by languages can be extremely diverse. ⑦_____. Such languages would permit the English sentence *This woman kissed that bald window cleaner* to be conveyed as follows: *That this bald kissed woman window cleaner.* Moreover, while a language like English can add prefixes and suffixes to words — for instance, the word *interesting* can be negated using *un-*, making *uninteresting*, or the noun *teacher* is derived from the verb *teach* by adding the agentive *-er* suffix — some languages, such as Mandarin, lack the ability to

build words from smaller units altogether. ⑧_____. Such an example is the Inuit language Inuktitut, spoken in Eastern Canada. The Inuktitut word-phrase *tawakiqutiqarpiit* roughly translates into English as the following sentence: *Do you have any tobacco for sale?*

【設問】

下線の空所①～⑧にもっともよくあてはまるものをＡ～Ｉの中から１つずつ選んで，その記号を解答欄に書きなさい。ただし，文の先頭にくる場合でも固有名詞以外はすべて小文字にしてあります。

A. all languages have a vocabulary in the tens of thousands, sorted into part-of-speech categories including noun and verb

B. American and British 'Englishes' are dialects of a single language, whilst English and French count as distinct languages

C. in the overwhelming majority of cases, when a language is gone, it's gone for good

D. Mandarin and Cantonese are considered to be dialects of Chinese by the Chinese government, even though they are barely mutually intelligible

E. projecting backwards through time, there have probably existed around half a million languages in total, since the advent of *Homo sapiens*, around 170, 000 years ago

F. some languages even have completely free word order, indigenous Australian languages, such as Jiwarli and Thalanyji, being examples

G. still others build whole sentences not from single words, but from prefixes and suffixes, creating giant words

H. the striking finding to emerge, even from this relatively small subset of the world's languages, is just how different they are

I. this happens when the last speaker of a language dies, or, more accurately, when the penultimate speaker dies, and so the last speaker has no one to converse with. And, of the world's languages, a great many are endangered

4 これから海外に留学をしてカルチャーショックを受けたときの6つの対処法について聞きます。放送を聞いて，それらの6つのアドバイスの各内容をもっともよく言い表しているものをそれぞれａ～ｃの中から1つずつ選んで，その記号を解答欄に書きなさい。放送は1回流れます。(30点)

1. a. Learn as much about your host country as possible before you leave.
   b. Learn some basic expressions in the language so you can ask questions.
   c. Learn the language spoken in the country before you go there.

2. a. Cook your favorite dish from home for your host family.
   b. Make it a goal to be able to eat the local food.
   c. Set learning goals for your study abroad trip.

3. a. Don't be afraid to say "no" to your host family.
   b. Learn about the culture of other international students.
   c. Talk to other students about their experiences.

4. a. Don't ask crazy questions if you want to make friends.
   b. Push yourself to make local friends.
   c. Try not to do anything that is offensive or weird.

5. a. Have your own point of view when you go abroad.
   b. Try to see things through your host culture's eyes.
   c. You shouldn't try to "understand" other cultures.

6. a. Find something new to do.
   b. Get involved with the local community.
   c. Go outside as much as possible.

5 これからフランスのノワールムティエ(Noirmoutier)における塩の歴史に関するインタビューを聞きます。その内容に合うように，1～10の文を完成させるのにもっともよくあてはまる選択肢をそれぞれａ～ｃの中から一つずつ選んで，その記号を解答欄に書きなさい。放送は1回流れます。(40点)

1. The French island of Noirmoutier is a traditional { ａ．buyer / ｂ．destination / ｃ．source } of salt.

2. Salt has been harvested this way since at least the { ａ．2nd / ｂ．6th / ｃ．7th } century.

3. Noirmoutier's salt industry was booming in the 1940s but declined because of { ａ．pollution / ｂ．refrigeration / ｃ．war }.

4. Jessica Tessier moved to Paris for { ａ．education / ｂ．family / ｃ．health } reasons.

5. Noirmoutier salt began to make a comeback in the { ａ．1970s / ｂ．1980s / ｃ．1990s }.

6. Renewed interest in local fresh food had { a. a negative / b. a positive / c. no } effect on the Noirmoutier salt industry.

7. *Fleur de sel* is a fragile crystal { a. added to / b. frozen on / c. skimmed from } the surface of water.

8. Salt makers from Noirmoutier can earn a decent living by selling { a. coarse sea salt / b. pure salt / c. salt flower }.

9. The return of the salt industry had a good effect on local { a. climate / b. tourism / c. transportation }.

10. One of the three things that revolutionized the salt industry was { a. the horse-drawn carriage / b. the rubber tire / c. wooden tools }.

6 これから学生をどう評価するかに関するアメリカの大学の事例について英語で聞きます。放送に関して，設問1と2に答えなさい。放送は2回流れます。(80点)

【設問】

1. 放送で流れた説明の内容を200語程度の英語で要約し，解答欄に書きなさい。その際に下記のメモ書きを参考にしてもかまいません。

How to evaluate students' performance

traditional style	vs	**new style**
■ (　　)		■ (　　)

◆ Some advantages of the new style

■ Students get more (　　). (Jessica Wewers and Angelina Nuno, Alverno College)
■ Students are willing to (　　). (Ben Stumpf, Hampshire College)
■ International students can (　　). (Mark Hower, Antioch University)

◆ A possible disadvantage of the new style and an argument against it

■ Students might not (　　). (William Coplin, Syracuse University)
■ However, in fact, (　　). (Vanessa Rios, Antioch University and Kathy Lake, Alverno College)

2. 放送で流れた説明を参考にしながら，次の質問についてあなたの意見を200語程度の英語で解答欄に書きなさい。

What kind of evaluation system would fit Japanese universities? Write your opinion with reasons.

言語文化学部・国際社会学部
2018年度前期日程入学試験問題
外国語（英語）　リスニング問題スクリプト

4　Script

When you study abroad, your daily routine, culture, and the attitudes of people around you are no longer familiar. The process of recognizing, understanding, and adapting to these changes is called culture shock.

In some cases, culture shock can resemble or trigger study-abroad depression. If you fear you are on the verge of or already in this state, don't try to get through it alone. Don't isolate yourself.　So, here are six tips for dealing with culture shock.

One.

Read through travel websites, guidebooks, news reports, or novels. Talk to people who have been there or -- better yet -- are *from* there.　Get to know as much as you can about what's considered polite or rude (for example, did you know it's rude to step over someone's bag in Madagascar?) and prepare yourself for some of the differences before you go.

Two.

This may be obvious, but make sure you have goals for your study abroad trip, and make sure they include learning about your host culture.　For example, do you love food?　Then make it a goal to learn how to cook a local dish.

Three.

You'll likely know other students who are studying abroad with you. Talk to them about how they feel about your host culture. Ask them how they feel, strategies they've used to cope with cultural differences.

Also, learn from them. They may have figured out something you're still confused about -- like why everyone keeps saying a particular phrase or how to politely say "no" when your host mother insists you finish everything on your plate.

Four.

Of course, you'll learn even more if you make local friends. They're experts in their own culture and will be able to explain all the crazy little questions you have. And if they're a truly good friend, they'll pull you aside and tell you if you're unwittingly doing something offensive or weird.

Five.

Throughout every stage of culture shock, try to put your own worldview in your pocket and try to understand the world the way your host culture does. Maybe you don't agree with some philosophies, or maybe it doesn't make sense within your own cultural context, and it doesn't have to. Just try to understand where they're coming from.

Six.

Part of your feelings of culture shock may be because you feel like too much of an outsider, so get involved in your local community as much as possible. If you went to church at home, go to church there. If you volunteered at home, find a volunteer project in your host city. Join a sports team, go to major festivals, and make this new home a home!

Harvesting Salt By Hand Is Making A Comeback In France

AILSA CHANG, HOST:

Sea salt has been harvested for more than a thousand years on the Atlantic coast of France. The industry declined in the mid-20th century. But with foodies looking for ever-fancier ingredients, NPR's Eleanor Beardsley reports the salt marshes are making a comeback.

ELEANOR BEARDSLEY, BYLINE: It's a summer evening on the island of Noirmoutier. As the sun shimmers on the rustling marsh grasses, Herve Zarka is raking in sea salt from shallow pools in his salt marsh. Zarka uses a simoussi, a 10-foot pole tipped with a flat board. Salt has been harvested this way since at least the seventh century, when Benedictine monks dug the canals that bring seawater into this marshland.

HERVE ZARKA: (Through interpreter) This is my little paradise. The sea is 50 yards away, and I'm working the land. That's the whole principle of this island really - a piece of land in the middle of the sea and to work with only the birds around you.

BEARDSLEY: Zarka explains how the canals feed seawater into a series of clay ponds. And as the water flows between the pools and evaporates, each becomes saltier than the last until the crystals form in the bottom. Zarka says Noirmoutier's salt industry was booming in the 1940s until refrigerators allowed people to preserve food with cold instead of salt. And consumers began to demand pure white refined salt for their tables.

JESSICA TESSIER: (Speaking French).

(LAUGHTER)

BEARDSLEY: On another side of the island, 32-year-old Jessica Tessier and her father Jean Pierre are working in their family salt marsh. She grew up here, left for college and a job in Paris then decided to return and continue the work of several generations. Tessier remembers being out in the salt marshes when she was a little girl.

TESSIER: My grandfather was producing salt. And he used to make little tools for me - so just adapted to my size. So I had those little tools with which I tried desperately to harvest some salt.

BEARDSLEY: Noirmoutier's salt began to make a comeback in the 1990s with the renewed focus on fresh, local food. Famous French chefs touted the mineral properties of natural sea salt and sprinkled their best dishes with fleur de sel.

(SOUNDBITE OF WATER TRICKLING)

BEARDSLEY: Fleur de sel, which translates as salt flower, is a fragile salt crystal that Tessier is skimming from the surface with a special tool called a lousse.

TESSIER: It's like a thin layer of ice on icy water, if you see. So it's really thin, and it's really made under the action of wind and sun. And the particles of salt just stay at the surface of the water, like if you're creaming some really creamy milk.

BEARDSLEY: Fleur de sel fetches 20 times the price of the coarse sel raked up from the bottom, allowing salt makers to earn a decent living. But rain can ruin an entire salt harvest.

(SOUNDBITE OF CARRIAGE BELLS JINGLING)

BEARDSLEY: The return of Noirmoutier's salt industry is also a boon for tourism. When he's not raking salt, Herve Zarka takes groups of tourists into the marshes in a horse-drawn carriage.

ZARKA: (Speaking French).

BEARDSLEY: On a recent afternoon, Zarka tells them about the three things that have revolutionized an industry that's hardly changed for centuries - the rubber tire, which allowed wheelbarrows into the marshes without sinking into the clay; new materials that have lightened traditional heavy wooden tools; and smartphones that let every salt maker know when it's going to rain.

Eleanor Beardsley, NPR News, Noirmoutier, France.

At most American colleges, teachers give students grades that evaluate their performance in class. The grades range from A to F – with A the highest and F signaling failure.

But some colleges do not use grades. Instead, teachers write reports on what the students did well and what they did not do well. The reports also include suggestions on how students can do better.

Students and teachers say the written reports provide much more information than letter grades on how students are doing. But some students admit that their parents complain they cannot brag to family and friends that their child is an "A student."

Jessica Wewers, 21, is an early education major at Alverno College in Milwaukee, Wisconsin. Alverno is a small Catholic college serving female students.

Wewers said when she returns to her home in Illinois, some friends tell her they think it is strange she does not receive letter grades.

But Wewers likes the detailed information her teachers provide. It has already helped her prepare teaching plans simple enough for young children to understand.

"I was asking a little too much of younger children," Wewers said.

Her classmate, Angelina Nuno, transferred from a large state college, where she struggled with her writing. Detailed suggestions from her Alverno teachers helped her write clearly. Soon, Nuno expects to begin tutoring fellow students to help with their writing problems.

Ben Stumpf is a senior at Hampshire College in Massachusetts.

He said that he received traditional A through F grades at high school. But in many cases, he could not explain why he received the grades he did.

Stumpf said students at Hampshire and other colleges without letter grades are more willing to take difficult classes. For example, Stumpf said he struggled in high school with science. But he was willing to take a science class in college because he did not risk getting a bad grade that could hurt his grade point average.

And, he found that he not only enjoyed the science class, but had the skills to successfully complete scientific research.

Mark Hower is interim provost at Antioch University in Los Angeles.

He said international students often must adjust to college life in America. Written evaluations can help them understand what is expected of them better than a letter grade that "tells them very little," Hower said.

William Coplin is director of the Public Affairs Program of the Maxwell School at Syracuse University in New York.

He said most colleges do not give students enough information about how grades are determined.

But he questions if students will work hard if they are not worrying about getting good grades. "Kids are motivated by grades," Coplin said. "There are very few kids who are self-motivated."

Vanessa Rios, 32, earned an undergraduate degree from Antioch University in Los Angeles. She is now working toward her master's degree at Antioch.

Rios said just because students are not getting letter grades does not mean students can get away with not working hard. The detailed reviews by teachers mean they need to understand what is being taught, she said.

"What not having grades does do is reduce the anxiety level," Rios said.

Kathy Lake is vice president for academic affairs at Alverno.

She said students will be disappointed if they think "no grades" means less work. At many colleges, students stay up all night before big exams to try to learn information they were supposed to learn over months in the classroom.

"That just doesn't work at Alverno," Lake said. At Alverno, teachers evaluate students at each class -- meaning one night of studying will not be nearly enough, she said.