

Syllabus

Japan 120 “Introduction to Classical Japanese”

Fall 2018

Instructor: John R Wallace

Our class meets Tuesdays, Thursdays, 11:10 AM-12:30 PM in 122 Barrows.

Our digital classroom spaces:

- bCourse (if enrolled or waitlisted, you have this URL, you can also ask me to temporarily give you access)
- my public website: Sonic.net @ <http://www.sonic.net/~tabine/>
- our course Google Drive folder(s) @ J120Fa18 (G-Drive, shared for viewing) AND J120Fa18 (G-Drive, shared and editable) ➡ requires invitation from me

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1. Prerequisites

This class requires the successful completion of J10B or its equivalent, or my permission.

2. Course content

We will study the grammar of premodern Japanese (古文、こぶん), beginning with an introductory segment of the class on its basic principles, then working with selected readings starting with 19th-century (Edo period) material and working our way backwards, to end with texts in the 10th- or 11th-century (Heian period). We read only prose works in this course, although a few poems will be included in those prose passages.

3. Learning objectives

The class concludes with a capping assessment. Students will be expected to identify

- the category and grammatical role of words in the passage (such as 名詞、接続詞、主語、述語、など),
- the inflections (活用) of the inflecting words (用言),
- the meaning and nuance brought to the sentence by the auxiliary verbs (助動詞)
- The structures of phrases (what modifies what) and sentences (what the clauses are and how they are connected),
- some miscellaneous grammar rules and special usage of words.

4. Assessments and their grade weights

This is only the initial table of grade weights. For the correct and up-to-date information, refer to the grade weights table in the course's Google Drive folder.

Initial grade weights (subject to change—it is not unusual for me to rethink grade weights as the class progresses) are as below. Please notice that you will not be well-positioned to determine your final grade accurately enough for it to be helpful in deciding whether or not to select the Pass / No Pass option. This is particularly true if your concern is about the difference between an "A" and "A-minus." If this is very important to you, this is not the appropriate class for you. You can discuss your grade with me but I, too, will not have enough information.

~~20% — Vocabulary glosses made by the students for the passages to be read (VG)~~

~~20% — Quizzes (Q)~~

~~10% — Term project (TP)~~

50% — Final Exam (FINAL)

Update: During the semester, we changed the course plan considerably, including the grading scheme. The final was given Oct 25 & 30, with an option to retake it during finals week. After that test we had eight sessions of "exploring" aspects of premodern literature where the only graded event was that attendance was required. Of those, one session was cancelled due to air quality. (I gave everyone automatic attendance for that session.) The new grade scheme was 50% for the final and 50% for the attendance of those eight sessions plus "reference" to other earlier work and attendance.

Assessments details (subject to change):

Three categories have no percentage weights associated with them in terms of grade calculation but are critical for learning the course content and doing well on the final exam:

Attendance (ATTEND) —

- If you are not well, you should to come to class.
- If you cannot come to class, it is not required but appreciated if you tell me ahead of time. I might want to or need to restructure group membership for the day based on that information.
- If you plan on coming to class, come on-time. We will get a quick start in the room and late arrival is disruptive to the active learning environment.
- If you attend, never multitask. Please engage with the class fully when you are present. Multitasking is certain to have a negative role when I am calculating final grades and considering what I think is an accurate grade for you.
- On-time, multitask-free attendance (more exactly, of the times when attendance was tracked less the times for excused absences) will be used to help determine the final grade of “A+” if there are any.

Engagement and participation (PART) — Determined through observation by me, perhaps via peer evaluations, attendance, and other things. These points are considered:

- Are you investing time outside of class in the learning process? (This is not the same as simply completing assignments.)
- Are you prepared for the session?
- Are you alert when present?

- Engagement in assignments: Were your submissions on time, with attention paid to the details of instructions?

Exercises (EX) — Because the class uses an active learning approach, there will be a variety of exercises to complete. The exercises are keyed towards successful performance on the final exam, the capping assessment of the course. Exercises are tracked to help understand the student's engagement but otherwise are usually not part of the final course grade. Typically, they are just graded complete / incomplete, if graded at all. (Naming of exercises: Because some exercises are meant to be done in class and other exercises are done after class, the best naming scheme ties them to the class session. So, an exercise might be EX180903-InC or EX180903-PostC. The first will be due on Sept 3, obviously, but the second might be due several days later but uses material from Sept 3.) Exercises cannot be made up.

Peer Evaluations (PEEREVAL) — In many of my classes, I use regular submission of peer evaluations for various things: as a way of helping me understand a student's contribution to a group, as a way to signal what I think is valuable for participation in a group, as a way for students to review or explore or celebrate or criticize the contributions of group members, and so on. Peer Evaluation content is always confidential, although I might share generic results when I am sure that doing so does not reveal the identity of any individual. Currently I am undecided as to whether this class will have peer evaluations. If peer evaluations are required, it is a major grading point as to whether they were done on-time, thoughtfully, and honestly. The deadlines for submission will be firm, too. I currently have no plans to use this activity for our class.

(10%) Term project (TP) — This is an opportunity for the student to pursue an aspect of premodern Japanese that is of particular interest. The student can propose her or his own project, or select from one of these:

くずし字 — Learn to read handwritten, original text material

Text translation — Select a premodern text, translate it using only the original passage and its supporting note, then check your translation against 現代語 or English translation or both, then annotate your original indicating what error you made and why. You need not make a new, clean & complete translation but the correct translations should be in bits and pieces in the annotation comments. The length of this translation is up to the student and need not be decided ahead of time.

(50%) Final Exam (FINAL) — With only the 助詞表、助動詞活用表、動詞活用表 and vocabulary provided by me (which will exclude words that you should have learned during the term), you will identify the types of words, diagram the sentences, and provide a translation of the passage. This is the course capping assignment. The exercises are an opportunity to learn how to do this.

Midterm exams (MT) — There are no midterms in this class.

Essay (ESSAY) — The term project substitutes for a term essay.

5. Schedule (initial version)

The below is only the initial schedule. Due to the interactive nature of this active learning class (I watch student progress and adjust as necessary), the schedule is frequently updated. For the correct and up-to-date information, refer to the Session Details page.

Initial schedule (this will evolve as the class progresses)

First two to three weeks: Grammar basics — Learning categories of words, how to use the various charts to determine the types of words, etc.

Next segment — We begin reading original texts. All are either essays or literary prose. Our first reading is 「ものの哀れ論」 and our last reading will be 『源氏物語』. We will also read a passage by Kobayashi Issa, one by Matsuo Bashō, a selection or selections from Heike monogatari, A selection from Tsurezuregusa or Makura no sōshi, and perhaps, just for fun if there is time, something from the Kojiki.

RRR Week — Students are writing their term projects. Consultation is available but there will be no formal review sessions or presentations.

Final Exams Week — This is the capping assessment of the course. It will be a 3-hour, closed-book, no devices allowed exam.

6. Course materials

All materials are provided digitally. There is nothing to purchase.

7. Contacting me / meeting with me

My office is 5110 Dwinelle Hall.

My email is jwallace@berkeley.edu. Please do not message me either using my private account or via bCourse. Please use email.

My office hours, and any last-minute changes to them or special signup requirements, are listed at my public website Sonic.net @ <http://www.sonic.net/~tabine/>.

8. Announcements and finding out what to do

Information about class activity (what to do, due dates, grading explanations, test information, etc.) will come to you through four channels:

- in-class announcements

- bCourse announcements (arrives to you as an email notice and remains accessible on the bCourse site)
- postings to Session Details page (must remember to manually visit Sonic.net)
- bCourse assignment pages (creation notices and grade releases arrive to you as an email notice and remains accessible on the bCourse site, due date can appear on your calendar if you coordinate it with bCourse and remains on the bCourse site as "syllabus" and "calendar")

Because, as an active learning classroom, we are already very busy with activities, and because I think all of you are good readers, I rarely make announcements in class. Instead, send out announcements via bCourse and expect you to read them. I like to be helpful. If I have made an announcement it is almost certainly because I have thought, "If the students know this, it helps them with their grade." Set the frequency of your bCourse notifications for "Announcement" to "✓ Notify me right away" by going to bCourse Account (the very top, left-hand tab) > Notifications

Details about what you should do before and after class, and what we will do in class will be on the Sonic.net Session Details page. I will not expect you to be responsible for anything posted less than 24 hours before class would begin. I DO expect you to be responsible for everything else.

In most cases, assignments will have a bCourse page, in which case they will automatically generate a due date on your calendar.

9. "How do I know what to do for each class session?"

The information is on the course Sonic.net Session Details page @ <http://www.sonic.net/~tabine/> .

10. List of key things to remember that help with your grade

The below is also on Sonic.net for quick reference.

- Online course digital spaces:
 1. bCourse (if enrolled or waitlisted, you have this URL, you can also ask me to temporarily give you access)
 2. my public website: Sonic.net @ <http://www.sonic.net/~tabine/>
 3. our course Google Drive folder(s)
- Please email me. Please don't message me either through bCourse or otherwise.
- Devices cannot be used during class.
- Multitasking, even once, will affect the final course grade, sometimes dramatically, always at least one grade step.
- This is an active learning class: Review [here](#) what that means for this course.
- My deadlines are bright lines—they are specific moments in time without a grace period. Late submissions are not accepted. Very few of my assignments or assessments can be made up.
- Allow extra time to submit through the bCourse since it is not reliable. Remember that if bCourse displays the deadline as "2AM," the submission portal locks at exactly 2:00AM, not 2:00:01AM. If the submission is via Google Forms, past due submissions are ignored.
- Regular, on-time attendance is important for the course grade.

- The final will be given at the designated time. I won't accommodate other dates.
- Travel plans are made by your choice. I won't make accommodations for missed classes due to travel-related issues when planned, although I might consider accommodation for unforeseen difficulties.
- Read all announcements promptly. They are usually time sensitive.
- To know how to prepare for class and what we will do in each session, go to the Class Session Details web page. You are responsible for being informed. Ask questions when you are unsure.
- I care a great deal about academic integrity.
- Academic dishonesty is penalized starting with the first event. There are no redo opportunities given. Explanations are expected but the penalty will not change.
- Integrity: Keep in mind the "context is king rule" which is always relevant, not just for essays and such—do not use someone else's work in a way that context would suggest to me (or any reader) that it is your work. When in doubt, cite your work.
- Integrity: The "over the shoulder rule" rule—when you use a source, the author (if she or he could see what you are writing) would judge that your use is a fair and accurate representation of what she or he wrote.
- All reading is to be done "with some thought and care."
- Following instructions improves scores.
- The time it seems you have invested in something is considered when grading.

- Credibility is always a grading point. Use sources with critical awareness, make plausible claims, submit work that seems to have been thoughtfully constructed.