

2019 Syllabus, Part 2

The contents of this document are valid for all classes I am teaching Summer 2019

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ACTIVE LEARNING

Active-1. The basics

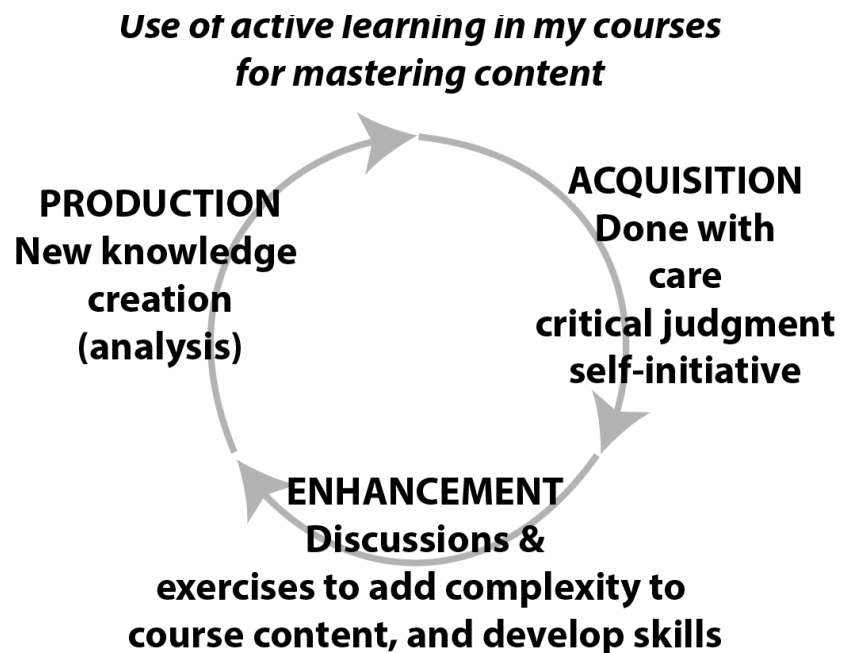
Three aspects of "active learning":

- students acquire knowledge with self-initiative and critical alertness
- students enhance that knowledge through exercises
- students develop and submit their own ideas

It might be the case that you find my "active learning" teaching style not exactly what you expected. My AL approach goes beyond small group discussions and exercises that work with assigned material. This page is meant to help you understand my teaching approach, whether you are considering enrolling in one of my classes or already are in one of my classes. Understanding my approach gives you information towards whether or not to enroll in my class, or, if enrolled, navigate successfully the assignments and other expectations. The "footprint" of my class is larger than usual due to this approach and that may or may not work well with the rest of your schedule. Also, engagement is expected in a wide variety of ways and this, too, may not be what you seek.

Some of the learning objectives in my courses concern the mastering of knowledge delivered through lecture, assigned reading, or encountered in discussion. Other learning objectives concern the development of skills. In both cases, "active learning" in my courses reaches across three phases of the learning process: 1)

how you **acquire** knowledge, 2) **working with** course content to acquire or improve skills or



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THREE FACETS OF AL IN MY COURSES

knowledge, 2) **working with** course content to acquire or improve skills or bring texture and nuance to content, and 3) the **production** of new knowledge* through analysis (which is not the same as responding to questions on exercises, quizzes or tests).

*"New knowledge" means, in this case, your **considered and critically solid analysis** (*observations, interpretations, tentative conclusions) of an object that, at its best, is the result of good research and disciplined method to hopefully stand as credible, interesting, and useful to others.

"Analysis" = your observations, interpretations, and tentative conclusions

Employing self-initiative and critical judgment in

KNOWLEDGE ACQUISITION. You will be expected to take, on multiple fronts, an active posture towards obtaining and understanding content. This includes:

*"Critical" = thoughtful evaluation, not negative evaluation.

- **Careful pre-session preparation.** This often means reading in a **critical**, inquisitive, and careful way, not skimming, assigned material. (Casual reading practices are one of the main reasons for low scores on my assessments.) Additionally, when navigating the web, be aware of the level of credibility of your sources.

- **Dynamic engagement beyond the "letter" of the assignment;** that is, don't hope for or request minimum assignment guidelines nor aim for them. Pathways to complex understanding sometimes do not have clear maps that can be followed. Zeami, the Noh playwright, wrote, for example, in a training manual for his actors: "When you keep it hidden, it will flower" (*hi sureba hana nari*). This is a very high level of acting advice. While I hopefully am never that cryptic, your self-initiated discovery of knowledge based on suggested rather than spelled-out processes is a common part of my active learning technique. I expect all students to problem-solve or ask along the way, when things are not clear. If something is missing, ask me rather than feel lucky that it has not been uploaded yet or whatever.

- **Learn what seems to be good to learn.** When you don't know something, look it up. The best students acquire knowledge beyond what I have specifically outlined or stated.

ENRICHING UNDERSTANDING and ACQUIRING SKILLS through experimentation, discussion, and practice. I view active engagement in discussions and exercises as key to the learning process. While some discussions and exercises are simply provided as an opportunity for you to understand and develop a skill and you will not be assessed on that ability until a later time, most discussions and exercises are meant to expose you to the complexities of the topic. You will frequently explore concepts through exercises, often in ways that include peer-to-peer teaching/learning and often in small group formations.

- **I assess both speaking and listening activity.** It is not unusual for me to expect you to cite the comments of others in tests and essays.
- Note-taking during class and the **consolidation of notes is important.** I do not treat what someone says as optional course content. All discussion is course content and might be later assessed or required to be used in some way.
- Nearly all exercises cannot be done unless there is **good preparation** and so, when students do not prepare, it is a liability to the entire learning environment. For this reason, while I feel it is an individual decision as to whether a student wishes to learn or not, preparation in fact is a community activity which includes a responsibility towards others in the classroom. This is my attitude and it really matters to me. Please know it ahead of time.
- Most of my learning activities and grading rubrics are **process-oriented, not product-oriented.** Getting quickly to the product, by whatever means, generally scores low. Process-rich discussion and the completion of exercises score high. Active learning in this case is "learning by exploring" and "learning by doing." I believe the speed and productivity are skills you need to succeed. But I do not teach these skills. I teach instead the development of texture and nuance of concepts through thoughtful processes that take some time to complete.
- **I value "emergent" knowledge;** that is, knowledge about a topic that is not exactly what you said, not exactly what others in the group said, but rather the total effect of the interaction of these various elements. Learning objectives include acquiring as least some of this emergent knowledge as it happens. Again, notes during class, or the consolidation of them after class, help in this.

PRODUCING (constructing) NEW KNOWLEDGE. In addition to quizzes and tests on course information and concepts which rely on passive memorization and repetition of content, you will be assessed regularly on your active, self-generated ability to produce credible, interesting, and hopefully useful interpretations (analysis) that extend from course content.

- **As the class progresses the assessments having to do with your ability to produce analysis become increasingly important to the final course grade.** Some students understand the significance of the course content and the methods expected by me early, others later. In most cases it does not matter until the end-of-term assignments such as the essay or final exam. It is a "finish line" approach: you just need to get it all figured out before those final assessments. But your ability will be assessed and it will matter. The sooner you can understand, the better positioned you are.
- **Analysis will be your combination of understanding the significance of the material you are working with and developing observations, interpretations and/**

or tentative conclusions via a specified method. My classes do have a "learn and repeat for an exam" component for the basic information and concepts. However, to earn an "A" grade band in the course, you will need to show that you can work accurately and meaningfully with that information and those concepts. A passing grade requires that at least you have made sufficient effort in this direction.

Some things derive from the above that have a very real impact on your study time budget. There are a large number of assignments and deadlines to complete and manage; reading comprehension is key including understanding and following complex instructions; group activities are common and group grades are an occasional feature; since this is a "flipped"* classroom, the "footprint" outside the classroom on your time budget is significant and constant; it can be difficult to calculate your course grade; and, there are substantial penalties for missing classes because engagement is central, and quizzes frequent. Because of the complex nature of my assessments, none can be made up, so missed classes also mean missed quizzes and such.

***Flipped** means that content is delivered outside of class session time slots, and working with content happens during class sessions. The traditional method is the introduction of knowledge in session via lecture, with "homework" to work with the material outside of class. When knowledge delivery is outside the class, the "footprint" of the class on a student's schedule is often larger and definitely is in the case of my classes since assigned material is usually quizzed at the beginning of the session.

Active-2. Expectation of time investment

Take time with your work and submit a final product that communicates to me the time you put into it.

The University has defined how many hours per week a student is expected to work per credit unit.

The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of a student, or the equivalent.' COCI defines 'work' to include class contact time as well as time spent outside of class studying and doing research or homework. Thus, a three-unit course offered during fall or spring requires a minimum of nine hours of total work per week. (COCI Handbook).

If your preparation time is exceeding three hours for one session, feel free to contact me.

This means that a student enrolled in this 4-credit course, after spending 3 hours in the regular sessions and 1 hour in discussion section per week can be expected to devote 8 hours of time outside the classroom for work related to

the course. I assign reading as well as other materials and exercises with this time budget in mind, and with an assumption that the student can read onscreen at 200 words per minute.

If your preparation time is exceeding three hours for one session, feel free to contact me.

Active-3. Process before product

Active learning emphasizes the learning process DURING the completion of an assignment rather than the product that comes at the END. Be process-oriented, not goal ("finish it")-oriented.

In many cases, "active" learning means engaging in a process rather than achieving a final product. While of course excellent term essays or other products that are the result of complex collaborative work are part of my courses, **much of our work is learning through processes. This is why attendance is important, exercises cannot be made up (when they have involved group discussion), and engagement during the process is assessed** (so, for example, stepping out of the room during group work is a grade negative).

Further, my classes are not chunked but rather look towards an overall, fluid mastery of the material. This means that it runs counter to the principles of the class, and is likely to generate unwanted grade results, when student focus on quizzes and tests by waiting to learn until such an assessment arrives and forgetting the material again once the assessment is over. Much of the knowledge in my classes is expected to have an active role in analysis. So it is difficult to complete (with a good score) my courses by intermittent attention designed around assessment dates.

Active-4. Consider finding a different course if the below describes your work plan for this course

My AL teaching style is not appropriate for some students for a specific semester of that student, or perhaps not at all. In brief, you should consider not taking this course ...

- if your expectation is that course content is primarily for me to deliver information to you and then test you on that content; that is, the basic lecture-exam format; or
- if you are uncomfortable in scenarios where your opinions, submitted via written assignments, are projected and discussed by others and identified as your opinions (peer-to-peer learning); or

- if you aren't ready to devote time to preparing for most class sessions; or
- if you expect to miss class frequently; or
- if you tend to submit assignments late; or
- if you plan to skim or skip reading assignments.

Active-5. Classroom conditions and procedures that result from my AL approach

My AL approach affects how the class is run in many ways:

- There is a **considerable amount of group work**, and sometimes group grades.
- For management of submissions at my end, **I do not accept late work or makeup work.**
- Because many of my assignments have "honors system" component, **academic integrity is very important to me.**
- I approach you as an adult. Do what is reasonable regardless of whether I spelled out the specifics or not.
- **The majority of "information" is delivered outside the classroom, as online lectures, reading assignments, and such.** It will not be delivered in class although portions of it will be discussed. Relying just on these in-class portions will not be enough to pass the course. This learning, thinking and other ways of preparing for class is key to the course and will be regularly quizzed. **Expect to spend time outside of class if your intention is to score well.** Even Pass / No Pass students will need to devote more time than they probably expected to in order to pass the class.
- Since I believe the learning process includes in-class activities, **missing class(es) has a substantial negative effect on your grade.**
- Because exercises can be complicated and setup can take time, and because exercises take the full session, **late arrival and early departure have a seriously negative impact on your grade.**
- Although I rarely change test dates, **just about anything else in the class** can change as I try new exercises or decide that for a certain group the plan of teaching is not suiting the class as well as some other approach. Expect to be flexible in the types of assignments, their frequency, when, where, and what type of feedback, how exercises fit into the larger picture

of the final course grade, and, sometimes, changes in the original grade-weighting of the class.

- This approach generates a **large amount of assignments**. Expect assignments, perhaps even more than one, for every class session.
- **My classes have far more than the usual volume of instructions** that need to be read with care. Many of my exercises are intentionally not intuitive or similar to work students have done in the past. Those who have the patience to read and follow instructions position themselves well in terms of score, learning, and just about everything else. Instructions are closer to another teaching element of the course, not just directions, and are treated as material to be learned, just list other aspects of the course.
- This approach generates a lot of grading for me. **Expect that grading might take a long time and that some exercises might go ungraded or that feedback will be limited**. This is especially true towards the end of the term.
- This is not an "add up the points, know where you stand in terms of your grade" type of approach. **bCourse will not be helpful in indicating your possible course grade**.
- **You cannot predict your grade by looking at "big data" about grades I have reported in the past versions of this course**. Each class is unique. You cannot know specifics with confidence about this class via discussions with friends who have taken it before. Again, each class is unique.

DEVICES

Devices-1. Generally, use of laptops and other devices is prohibited

The use during class of laptops, tablets, phones and other electronic devices is prohibited.

Laptops and all other devices should be silenced and put away during class unless I say otherwise. Feel free to have devices in use until class begins. (At that time, please put away devices even if I forget to mention this.)

Devices are often used during group work. Do not message or otherwise multitask during group work.

If you are a DSP student who has given me an accommodation letter, or if you are a **note-taker for a DSP student**, please let me know. You will be allowed to use your device for the purposes of the class. There may be other possible exceptions. Please contact me.

Devices-2. But bringing the correct device is required

Many exercises and assessments require the use of a device that can log in to CalNet. Always have one. You will receive no-credit or a zero if there are activities or assessments during class that you cannot complete because you did not bring your device.

All students are expected to bring an appropriate device to class **for every session**. While I might make in-class announcements that make adjustments to the below, these are my basic expectations.

Connectivity:

- your device can connect to the room's smart panel and project content
- your device can log on to CalNet and bCourses
- your device can be used to create content on Google Forms, Google Docs, and Google Sheets

Screen size:

- Your device is large enough to read academic PDFs, work with images, and perform similar complex viewing and reading tasks.

Please note that there are apps available for bCourse for mobile devices. Search "Canvas" on your app store.

MULTITASKING

Multitasking (of any type) quickly and permanently reduces the engagement component of your portfolio grade, and your final course grade.

Multi-1. Not best practice but we do it anyway

I have always been interested in the intersection of neuroscience discoveries and my own work in the humanities. So, from early on (maybe around 2008 or so), I was reading research about the inefficiencies of multitasking. This portion of my syllabus used to roll out an argument, with links to research and games, to try to persuade students about this. However, now I think it is widely shared that multitasking is not efficient and I no longer feel the need to argue the point. That being said, if you happen to not be convinced, search "multitasking in the classroom" and you will find an abundance of articles that share the basics of the problem.

Still, like the very wise advice that sufficient sleep is the better approach to learning, students choose to multitask or, in cases, feel that the situation is compelling them to multitask. Whether or not it is best practice is not the point. It feels necessary and might indeed be necessary at times.

Multi-2. Impact on grades

Nevertheless, despite that, **I prohibit devices. I also lower the engagement grades of students who multitask in class whether by device or book or paper and might lower other grades as well when I am in an ambiguous position (because of how you have written something) of trying to decide if you have understand the topic at hand or not.** This is a key element in my construction of you as a student—how engaged you are and how much I think you are attending to the details of the class. I assume that if you have multitasked and I have seen it, there are many other times when I have not seen it. And I assume that when you are doing outside reading, you are probably multitasking while reading. It is best for you to not let this chain of thoughts get started by putting away your devices and focusing during class.

Multi-3. Reasons for my "no multitasking" policy

I respect you as an adult. When possible, I will defer to your own choices as to how and when and how much to study. But ...

1. Since my classroom is built on active learning, I need students to engage with one another and so multitasking is no longer just an individual choice by you. It directly affects the learning environment of everyone. It is from this angle that I feel compelled to insert my own needs.
2. Additionally, a frequent component of my classes—because they are literature classes that ask for interpretation and, indeed, *cross-cultural classes* that place you as a reader into unfamiliar contexts—is for you to notice, subvert, and overcome implicit bias, confirmation bias, motivated reasoning, and misdirection that comes from cognitive dissonance. When multitasking you are not attentive enough to notice that these factors are shaping your interpretations, thoughts and conclusions.
3. Additionally, in literature we deal with nuance and complexity, not basic facts. Multitasking tends to capture only main points, not the color or feel or hard-to-notice facets of the topic at hand. Part of what I teach is the turning of attention by students to this small and subtle things. And multitasking is a huge impediment to that.
4. Finally, I must confess that I lose the inspiration to teach when I look out into the classroom and see students alone with their monitors. I have tried to get beyond this but it seems to be part of who I am. My lectures or other communications are just better for everyone when devices are put away.

INTEGRITY

While I define below my expectations for academic honesty in detail, and while some of these definitions might be new to you or more strict than you are accustomed to, and while I do care very much that all of us comport ourselves with honesty, the bottomline is that if you have made just the normal level effort to be academically honest, even if you do something I have defined as dishonest, we can work out a mutual understanding.

Integrity-1. "Academic responsibility"

Most of my students, once employed, will be in jobs where they will need to be professionally responsible. Each area of endeavor has different guidelines for this; mine is the world of academia. One facet of all my courses is to visualize you as a member of the academic community with the expectations of that community incumbent upon you. Whether this turns out to be a temporary or permanent status for you, the basic concepts behind professional responsibility are similar.

In our case what I mean by "academic responsibility" is not you as a student but you as an academic. **Academics are expected to be diligent in accuracy, use good critical judgment at all times, avoid false argumentation as well as promoting ideas through empty rhetoric.**

As a student, of course you have responsibilities, too, such as upholding the school's honor code and avoiding academic misconduct. Much of this section overlaps with those responsibilities. **So, "academic" in this section means both "as a member of the academic community" and "as a university-level student."**

I hope you will be proactive in your posture of academic responsibility, doing so not just when asked but **at all times**, in whatever way you can notice that requires it.

1.1. Accuracy

It is your responsibility to present your work in a way that represents the facts fairly and accurately.

This is not an easy skill. It means visualizing your audience and formulating your expressions and the shape of your work to avoid misunderstandings. Of course some readers will still misunderstand. Your standard should be that it is reasonable to

conclude that a somewhat careful reader will be unlikely, in the majority of cases, to misunderstand.

Accuracy includes an **accurate referencing of your sources** both in their details and their content. Keep notes while research and consider using [Zotero](#) to track your web work and help to generate accurate citations. Read and understand larger sections of your secondary sources rather than pluck quotes from them. (Thus, my essay grading rubric is more comfortable with a few sources read well than a large number of sources.) Reread your work for accuracy before submission.

Accuracy also includes an **accurate understanding of my instructions**, which are often long because I sometimes ask you to do things that are not traditionally associated with an assignment and need explanation. Spell key words correctly: author names, key terms, titles of things—these should never have spelling errors. I am not a good speller and I'm getting worse all the time. I don't mind spelling errors except for the types of things just mentioned. Reread your work, checking these sorts of facts for accuracy.

Accuracy also includes an **accurate knowledge of deadlines**. Read course announcements so that you will stay informed.

1.2. Critical judgment

One of the core roles of an academic is to take up the position between data and the reader. The academic collects, organizes, and interprets data, presenting it to the community via talks, blogs, papers, books, and so on. **When an academic works**

with data or shares data, that individual is also making a statement that she or he believes the data is worth working with. The posture of critical evaluator whose judgment we should trust is never turned off. Any work cited, any information used, comes tagged with the implication "I wouldn't be using this or wouldn't be sharing this if I didn't think it was reasonably reliable." This differs from reportage. You can quote someone who says something outrageous, of course. You just need to let the reader know that you are aware of the outrageousness. Your credibility is expected and required. It is a core value of academic work.

Carry out your work with critical awareness so that we trust your judgment. Credibility is a theme through all course work and assessments in my classes.

1.3. Make content-rich analysis; eschew false argument

**Tell us what you are thinking.
Emphasize content over style.**

Academia might be political but it is not politics. Academic writing is heavily involved in discourse but it is not literary writing. **Academic statements**

should be grounded in evidence or sound reasoning. Clear, even appealing style and rhetorical flourish can be nice but should accompany, not substitute for, ideas and credible analysis based informed, disciplined observation.

Integrity-2. Touching base with the UC Berkeley honor code

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

I fully endorse this statement and I know that, as students, you are required to endorse it as well. I will conduct my classes in this spirit and expect my students to do likewise. For more information, navigate to [Berkeley Center for Teaching and Learning: Honor Code](#).

I have pulled from the BerkeleyLaw website the below. Although this was written for a sub-community of our campus, it is an exact statement of my sentiments on the issue of academic honesty so I want to quote a paragraph of it here:

Primary responsibility for respecting the appropriate rules rests with each individual student and with the student body as a whole. Students, faculty and staff are urged to bring apparent violations to the attention of the instructor and/or the dean. The Honor Code can be successful only to the extent that it has the overwhelming support of student and faculty opinion and is taken seriously by everyone. ([BerkeleyLaw: Honor Code](#))

Integrity-3. Developing an understanding between us

If you are a student who basically is trying to do the right thing in my class you should be OK even if you do something I consider to be academically dishonest and you had not thought of it that way (even after reading this page), or if you err in a way that makes you look like you were dishonest when that was not your intention. Usually we can talk through these things, especially if you have established a relationship with me. However, students in my classes do cheat at times and even some of my most capable students have done so. So please understand if I show some measured caution about this issue.

If you have concerns on whether or not something is in bounds, or otherwise are unclear about the contents of these pages, by all means please contact me before you submit something (but keep the deadline in mind—your question will not generate a submission extension).

If, the other way around, I have concerns, I'll contact you except for some unusual circumstances where I will act on my own. If I do contact you, please speak honestly with me—if you have cheated that means full disclosure not bits and pieces of information and if you haven't that means just telling me that.

Penalties for academic dishonesty won't be removed or reduced simply through apology or claims that you didn't know. Read this page and be informed ahead of time. That being said, many incidents of academic dishonesty indeed fall into a gray area where it is reasonable that we have had a difference of opinion. If you have otherwise seemed to be a student who is making just even a normal, not special, level of effort towards doing the class honestly, our conversation will almost surely go well.

Integrity-4. Plagiarism—avoid plagiarism in my classes by understanding the below

4.1. Plagiarism defined by UC Berkeley

Berkeley Campus Code of Conduct (2016) at http://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf

Plagiarism includes use of intellectual material produced by another person without acknowledging its source.

4.2. Plagiarism defined by plagiarism.org

The below is from plagiarism.org (<https://www.plagiarism.org/article/what-is-plagiarism>) and it matches well with my own course definition of plagiarism. I've added a few comments in brackets.

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks [**Please note this.**]

- giving incorrect information about the source of a quotation **[Please note this, too. You might think that this falls into the area of "mistake" but because it is your responsibility to maintain accuracy, this error actually becomes academic dishonesty, even if not intentional.]**
- changing words but copying the sentence structure of a source without giving credit **[That is, paraphrasing without citing the original source.]**
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not **[I don't consider this to be academic dishonesty, it is just "F" level work, since I will always want the core of your submission to be your own analysis.]**

4.3. Plagiarism defined by Turnitin

Turnitin has ten types of plagiarism arrayed across a spectrum—although I don't agree with the "spectrum" concept. I do agree that the list is helpful for having a full understanding of what plagiarism can be. The list with very clear and has easy to understand examples. See: <https://www.turnitin.com/static/plagiarism-spectrum/>. I'm quoting the names for the ten and Turnitin's explanation:

1. **Clone:** Submitting another's work, word-for-word, as one's own
2. **CTRL+C:** Contains significant portions of text from a single source without alterations
3. **Find – Replace:** Changing key words and phrases but retaining the essential content of the source
4. **Remix:** Paraphrases from multiple sources, made to fit together
5. **Recycle:** Borrows generously from the writer's previous work without citation **[Note this one. This is when you are quoting yourself without telling me.]**
6. **Hybrid:** Combines perfectly cited sources with copied passages without citation
7. **Mashup:** Mixes copied material from multiple sources
8. **404 Error:** Includes citations to non-existent or inaccurate information about sources **[This one is commonly discovered by me. I check sources. Please use real sources, accurately.]**
9. **Aggregator:** Includes proper citation to sources but the paper contains almost no original work [Again, as above, I don't consider this to be academic dishonesty, it is just "F" level work, since I will always want the core of your submission to be your own analysis]

10. **Re-Tweet:** Includes proper citation, but relies too closely on the text's original wording and/or structure [I **totally agree that this is fully plagiarism and a dishonest practice**, but I think many students might think otherwise. Please note our difference of opinion. You can honor your opinion, but you still need to operate within my rules for my courses.]

4.4. My definition of plagiarism

In my classes, plagiarism is statement made intentionally or by accident in contexts where the listener or reader is likely to assume that the fact or idea presented is yours, when it is not.

I support the other characterizations of plagiarism quoted elsewhere in this document. My own definition is:

A statement made intentionally or by accident in contexts where the listener or reader is likely to assume that the fact or idea presented is yours, when it is not. (According to this definition, you cannot plagiarize yourself. However if you copy your own words in a situation where the instructor naturally expects you to develop new work, that is not plagiarism but it **is** academic misconduct.)

4.5. East Asian scholarship traditions are good but my courses require a different way

Traditional East Asian scholarship—whether China, Korea, or Japan—has a long history of respecting the authoritative statements of experts. This system works well within larger East Asian social contexts. That is, a good student as defined in this system will learn in detail the analysis of others, and such "good students" will be seen as likely to be good and strong contributors to business and society. And this is likely to be true.

It is best if you understand right from the outset that my teaching goals include encouraging you to use and enhance your critical skills, which might feel contrary to this tradition of scholarship and respecting scholars. This interest in your own critical abilities does not mean that you need to show that you know more than experts, or that you always doubt in small or large part something of what they claim, but rather that everything receives critical evaluation. That you fully take on the responsibility of that critical judgment and, further, seek to understand the significance of these claims by experts. Or, in some cases, discover on your own new significance of those claims.

In short, I'm glad if you recognize that experts should be taken seriously. I just want you to always be critically aware, regardless of how famous or expert the source might be. Please comport yourself in ways that conveys to me your robust, lively, critical evaluative posture.

4.6. Current common practices do not provide guidance

Plagiarism is everywhere on the web. It is common in the music industry. And in anime and manga (graphic novels). And among students. And many other places. **That it is common practice does not in any way make it less in terms of academic honesty.** Please do not mix together my course expectations with common practices you might know. If anything, these common practices have increased my level of strictness on this issue.

4.7. My old (2010) webpage on plagiarism

I have an extensive, public-access webpage on what is plagiarism, plagiarism incidents, when to footnote, creating clarity between one's ideas and those of another, and a variety of other things. It has a sidebar index with hyperlinks and a bunch of graphics. If you feel unsure about what you think I think plagiarism is, or when and where to put a citation marker, or other matters, you can take a look at it (or just contact me): http://www.sonic.net/~tabine/crosscourse/AcademicDishonesty/acadis_frameset.html.

Integrity-5. Citation method: When to cite (the A+B rule)

Be absolutely sure to cite your source when both the following A and B are true:

A. When something in your writing (which might be an essay, a response to a prompt, whatever) is not information or an idea/concept created by you, or IS an idea created by you but via a relatively direct extension from the information or idea/concept of someone else ...

— and —

B. When the information or idea/concept is not widely known or not widely accepted (to an imagined, appropriate* audience).

* Our readership standard is: "an imagined, generally well-educated reader with considerable knowledge of Asia."

So, about "B" and basic facts. For example, if the date you use is the usually accepted composition date for a literary work, then it need not be cited. It is not controversial information. If, on the other hand, it is a particular scholar's new and interesting argument asking others to rethink and change the composition date, then of course it needs to be cited.

So basic information rarely needs citation. And, yes, the problem here is, "What does the readership consider basic information?" Our readership standard is the "generally well-educated reader with considerable knowledge of Asia."

Another example. The student reads in a secondary source, "There are about 800 poems in *The Tale of Genji*." This is generally known and doesn't need to be cited. That number is everywhere. However, if the original source had, instead, "There are about 800 poems in *The Tale of Genji* and the largest percentage of them, I have found, were written by Murasaki no Ue," and you plan on using the second half of the statement, then, since this is work that (probably) no one else has done, the author deserves to be identified for that work. Please note that if this person seems unreliable, you can tentatively use the information but you should indicate that with "XXXX claims that the majority of poems were written by Murasaki. I am not sure this is the case, but let's take it as a possibility." Because, in fact, this happens really to be a false statement. If the reader knows that, they will throw your work away as unreliable. If they understand you are cautious, you are still in the game—you have protected, even enhanced, your own credibility by maintaining critical distance.

The above were examples about "facts." Here is an example about an analytic position (a concept). If a student were to write, "Genji [the amorous protagonist of the famous *Tale of Genji*] was always attracted to basically any woman" I would not necessarily expect a citation. This is a widely-held evaluation of this fictional character, even among my students reading the work for the first time. It does not need citation, but if the student had developed the idea because of reading it elsewhere, then much better would be, "Just as XXXX has stated, I also think Genji is always attracted to any woman. Conversely in the case of controversial content, if the student were to write, "Genji, I can show, was bisexual in his romantic interests" I will want evidence to support this either by the student herself based on research or for the student to cite the scholar who was the source of this thought. If this is not your own idea, it is definitely necessary that you cite your source.

Integrity-6. Citation methods

6.1. A common attribution error

Since students often search for quotations with online search engines, they are particularly vulnerable to attribution error.

For example: Scholar A writes,

Scholar B has written in his *magnum opus* on *The Tale of Genji*, that, "The only woman in the tale whose relationship with Genji is underway before the beginning of the narrative is Rokujo." (Scholar B, 1121)

S/he cites page 1121 of Scholar B's huge work. The student then uses the quote and cites the same page number but does not specifically say that the quote is Scholar B. **The student's citation must identify BOTH**, like this, for example:

Scholar B has written in his *magnum opus* on *The Tale of Genji*, that, "The only woman in the tale whose relationship with Genji is underway before the beginning of the narrative is Rokujo." (Scholar B, 1121 as quoted in Scholar A, 19)

6.2. Citation placement

The location of a citation marker is one of the strongest signals of the boundaries between your own ideas and those of another. It is best to entirely separate your ideas from those discovered and used from secondary sources by crafting entirely separate sentences but this isn't always the best choice. **No matter what the situation, attend to where the citation mark should be to clearly indicate what portion belongs to an external source.**

This can be tricky. Overuse of such markers is tiresome for the reader, underuse opens up the possibility of plagiarism. In the flow of a paragraph, if it is clear you are recapping a scholar's argument or observations over a stretch of sentences, a single note at the end of the paragraph is usually sufficient. However, be sure to separate out your ideas. So, for example, the first paragraph might start, "Lee has argued that" and the second paragraph might start, "While there is much to agree with in her claims, I would like to suggest that ..."

Here are other, more specific suggestions:

In most cases, place citation markers at the end of the sentence and after the punctuation:	
"Mary had a little lamb." ¹	<i>The note will cite the source of the poem.</i>
In some cases, it is better to put the footnote at the end of the clause :	
"I'm no crook" ¹ became a popular tag line in stand-up comedy in the late 1970s.	<i>Give the date and circumstances of Nixon's comment. NOTE: If you put the marker after "1970s" as would normally be the case (because it is the end of the sentence), the placement might suggest to some readers that the second half of the sentence is an authority that you are quoting, not your own opinion. You can avoid that by intelligent marker placement.</i>
Here is another example of when it is better to put it after the term or phrase :	
He was considered a "little lamb" ¹ by most of the criminal world.	<i>The note might read: "A phrase meaning a weak-willed person that was used by street gangs in Algeria in the 1940s."</i>

More examples:	
Hitomaro's "brilliance" ¹ shines in poem number 273.	<i>Where a source has called Hitomaro brilliant, but did not specifically mention poem 273.</i>
Hitomaro's "brilliance" shines in poem number 273. ¹	<i>Where a source has called Hitomaro's poem 273 an example of his brilliance.</i>
Hitomaro wrote lyrically, ¹ and is well known for his long poems as well.	<i>If the first claim is from your source and the second is your own opinion</i>
But,	
Hitomaro wrote lyrically, and is well known for his long poems, too. ¹	<i>If both the first and second claims are from your source.</i>
SOMETIMES A SENTENCE NEEDS REWRITING to insure a clear boundary between your ideas and those of your source.	
This should be considered part of the oral tradition, since it was composed in the fifth century. ¹	<i>The placement of the marker suggests that you mean to attribute both claims to your source. But what if the first half is your idea? (And, especially, what if the author would not agree with you?) Then you should rewrite as:</i>
Konishi asserts that the best composition date for the work is the fifth century. ¹ If that is the case, then it should be considered part of the oral tradition.	<i>Boundary of ideas is clear.</i>

Integrity-7. Citation method: Paraphrasing – all paraphrased material must be cited and how to paraphrase

7.1. Always cite paraphrased content

In my courses (and anywhere for that matter), **all paraphrased content must be cited**. There is no wiggle room on this one. This is true plagiarism.

7.2. Definitions of paraphrasing

This is the definition from study.com (<https://study.com/academy/lesson/what-is-paraphrasing-definition-examples-quiz.html>):

... using your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own.

I also like the *Cambridge Dictionary* definition:

... to state something written or spoken in different words, esp. in a shorter and simpler form to make the meaning clearer.

What paraphrasing is NOT: a scrambling or switching of words to hide the fact that it is not your idea but rather is based on a secondary source. **That is academic dishonesty**, not paraphrasing.

7.3. Importance of paraphrasing in my courses

Paraphrasing is impressive.

I always prefer paraphrasing to direct quotation. It shows to me that you understand the concept, and it makes reading easier. Quote only when those specific words have value to be read in their specificity. I will always ask, when encountering a quote, "Could this have been better as a paraphrase?"

Further, **completing assignments using copy-and-paste subverts the process-oriented principles of my active learning classrooms.**

Avoid copy-and-paste solutions.

7.4. How to paraphrase

This is also from study.com (<https://study.com/academy/lesson/what-is-paraphrasing-definition-examples-quiz.html>). It is an excellent description of the correct process:

How do you paraphrase a source?

Read the original two or three times or until you are sure you understand it.

Put the original aside and try to write the main ideas in your own words. Say what the source says, but no more, and try to reproduce the source's order of ideas and emphasis.

Look closely at unfamiliar words, observing carefully the exact sense in which the writer uses the words.

Check your paraphrase, as often as needed, against the original for accurate tone and meaning, changing any words or phrases that match the original too closely. If the wording of the paraphrase is too close to the wording of the original, then it is plagiarism.

Include a citation for the source of the information (including the page numbers) so that you can cite the source accurately. Even when you paraphrase, you must still give credit to the original author.

Integrity-8. The "context is king" standard

You must make reasonable effort to guess what the listener or reader might conclude is the source of your statement (your own, someone else's), based on the context of your presentation. Present in a way that others understand whether the idea is yours or from some place else.

The "context is king" standard. This means that, you have given careful thought to the context (both specifically within what you submitting and the overall context of the assignment itself) of your statement, asking, **"Given this specific context (whatever it is) will the reader understand the boundary between my ideas and those that are drawn from secondary research material?"** If that answer is, "Definitely"

you're good to go. If the answer is "probably" rewrite so the answer is "definitely." Errors in this area are plagiarism, whether that was your intention or not. It is your responsibility to give due effort towards avoiding readerly misunderstanding.

Integrity-9. The "over-the-shoulder" / "fair & accurate" standard

9.1. Fairness and accuracy

The **"over-the-shoulder" / "fair & accurate"** standard means that if **the author of a secondary source was able to look over your shoulder when you are quoting or paraphrasing her or him, if she or he can say, "Yes, that is a fair and accurate use of my words / ideas"** then you have done your job. If not, fix the problem.

The original author, gazing at your use of her or his words, would agree that it is a fair and accurate representation of what he or she was trying to say.

Failing to meet this standard might not be intentional dishonesty. It might be just sloppy work or weak reading that hurts your credibility. I will probably never know which it is. If your assignment were a public document it might also hurt the reputation of the author and s/he could rightly take action against you. But that isn't our situation. Our situation is me trying to evaluate your work. When you misrepresent someone, your credibility crashes through the floor since now I

will wonder if you understood *anything* that you read for your assignment and, too, I doubt will be raised in my mind about your integrity.

9.2. Inappropriate quoting practices

Quoting out-of-context or only partially in ways that benefit the purposes of you as the writer is a common rhetorical move. It is an unfortunate misunderstanding of instructions that have asked for evidence-based essays. It doesn't satisfy the "over-the-shoulder" standard, obviously.

Integrity-10. Avoid collaborative (group) work when individual work is expected

If an assignment, and that includes essays, is to be completed only by you (the instructions probably say "individual work" but when not, use common sense) then that **really means only by you, in all its aspects**. My written assignments are nearly always premised on "What can this student, entirely on his or her own, do with this prompt?" We do a lot of group work in class but at some point I need to assess your abilities as an individual.

Integrity-11. Unauthorized collaboration will have a penalty for BOTH the helper and the helped

In my opinion, just about the worst sort of academic dishonesty that occurs in my classes is when someone pressures someone else to do the work for him or her. **Please note that, in order to reduce the number of occurrences of this, in this case I consider both the asker and the giver to be guilty parties, and will prosecute both.** Please use this as your explanation to someone as to why you cannot provide the help requested.

Integrity-12. Do not ask others to edit your work

For various reasons, some students are weak in the formal English of academic prose. These students sometimes ask others to help them produce an essay that sounds and reads better. While I believe in the important of collaborative work, written assignments in all my classes, unless I state otherwise, are meant to be your individual opportunity to show your understanding and interpretive abilities. Once someone helps you with editing this lined is blurred and it is difficult for me to be sure that the conceptual aspects of your submission are entirely your own.

All students are required to submit work that **has not been edited by others**.

If you feel I cannot understand your English, then please submit **your original draft PLUS the edited draft as ONE document**. Include, at the top of the first page of the submission (not in a message elsewhere) these details, in specifics not general statements to the extent that you can and please remember that honesty is important at this moment:

- who helped
- when they helped
- in what ways they helped

If you are uncomfortable mentioning names, at least give me an accurate description of the individual. I will grade the original but will refer to the edited version if there is something I cannot understand.

Please note that not following the above will be considered academic dishonesty and will incur severe penalties.

Integrity-13. Recycling work you have done for another class, even partially, is out-of-bounds

The "university" is premised on the concept that undergraduates are to be exposed to a wide variety of types of knowledge. I extend that to include a wide variety of new topics. You might not agree with this but it is my policy. So, in my classes, recycling work from another class is completely out of the question. If you are not sure whether I would think of your submission as "recycling," please contact me. **My definition of recycling is more extensive than you might think.** For example, if I ask you to identify a film or short story for us to view or read, if it is something you studied in another class, it is out-of-bounds.

Integrity-14. College paper mills, ghostwriters, and other ways to ask someone to write your work for you

Do not purchase essays. Do not pay friends to write essays or complete assignments. Do not pressure friends or anyone else to complete assignments for you. Do not share your work with others in the class if asked. I will not only assign an "F" for the course. I will report you to the University. If you are tight for time, talk with me. Don't order a paper. I usually collect writing samples in class. If your submitted material doesn't match this sample and you explain that you simply have more time to write better when at home, there is the high likelihood that I will not believe you.

Search the term "stylometrics" if you want to see how your writing "fingerprint" can be determined.

Integrity-15. Avoid looking at the work of others during quizzes and tests

Quite a few students look at the work of other students during quizzes and tests. Mostly this seems to be just competitive curiosity or a habit that the student is unaware of. However, doing so invites others to follow suit. My main reason to ask you not to look around the room is not because I think you will cheat but rather simply to keep control of the room and allow me to spend my time helping students with answers rather than proctoring the event.

If I say, "Please don't look around the room" during a quiz or test it is because I have seen someone do so already 2 or 3 times. I will not make eye contact with the person about whom I am saying it. I don't want to make anyone that nervous during the assessment. We can discuss the issue after you are finished. If you hear the "please don't look ..." comment, ask whether it might be you, perhaps unconsciously looking beyond your own zone. It happens.

If, after such warning or if after a couple of different quizzes the same student seems to continue looking around, I will fail the student on the assessment and ask, usually in the bCourse comments box, for the student to come talk with me.

Please don't wear hats or sunglasses during quizzes and tests, that is, anything that hides your face/eyes.

Consider protecting your work while completing the quiz or tests.

Integrity-16. Penalties

In cases where I have already set my boundaries and the student has over-stepped them, the penalties are final regardless of the reason. Therefore, **it is best to read these pages with care at the beginning of the term, keep them in mind, and review them at key times.**

In areas where, in my judgment, it seems that there was a strong (not maybe) legitimate possibility of an understanding, at minimum the work will need to be redone, probably an essay on these pages required or something similar, and past work might be reviewed and past work might sometimes voided with or without review, depending on the nature of the assignment.

The below is typical of the penalties incurred but can be more or less severe depending on the specifics of the situation.

Any of the below except the first one makes it very unlikely I would write a recommendation letter for you in the future.

One of the forms to be completed is the "Faculty Disposition for Academic Dishonesty" (<http://sa.berkeley.edu/sites/default/files/Signed%20Faculty%20Disposition.pdf>). Depending on the case, I will complete this form.

16.1. For looking at the work of others during a quiz or exam

Half-credit, no credit, or "F" for the quiz or exam.

16.2. For cheating during an exam

"F" for the exam, possibly "F" for the course, possibly a report to the University.

16.3. For when others edit your work

No credit for the work and probably a required redo, if the student wants to pass the course. This might need to be completed in my office, without devices, or, alternatively, the student will need to also pass an oral quiz on the content of the work.

16.4. For unauthorized collaboration

No credit for the work and probably a required redo and a breakup of the team in most cases.

16.5. For plagiarism

I will fail the student on the assignment. I will also ask the student to come to the office and discuss what happened. Depending on how that conversation goes, I might go back and review earlier work by the student. I will almost always ask for an essay related to plagiarism. There may be other actions. In truly serious events I might fail the student for the course, or report her or him to the university, or both.

16.6. For submitting papers complete by others

"F" for the course and a report to the University. If I can identify the ghostwriter, and that individual is also a Berkeley student, that person will be reported, too.

16.7. For copying homework

A redo of the work. Probably specialized, individualized assignments going forward possibly with some required office visits to quiz content.

16.8. For recycling work from other classes

A redo of the work, based on a topic and prompt I create, not one of the student's choosing.

ACCOMMODATIONS

Accommodations-1. General statement

If you need accommodations for a disability, or if you want me to have emergency medical information, please email (not message) me, or speak to me anytime.

Here is the URL for the main Web page of the Disables Students' Program: <http://dsp.berkeley.edu/>. Their primary contact number is: 510-642-0518. I have had many occasions to work with the DSP and with students who have worked with the DSP. They do excellent work.

If you have a disability that limits mobility, you might consider entering into your "contacts" database the name, number and email of the service that you would contact in case of an emergency where you have difficulty leaving the affected area. Here is the URL for those who might need assistance in evacuating a building during an emergency. I encourage you to make an easy-to-access record of the contact information that is there: <http://access.berkeley.edu/> .

Accommodations-2. Distance vision

If there is something in the materials that is difficult to read either in print, onscreen, or when projected in the room, please let me know.

Accommodations-3. Color blindness

I make all my teaching materials and assessment documents. If I have used on paper, on screen, or for project in class color combinations that are challenging to your visions for some reason, please let me know. I can change the content, and I can learn from you.

Accommodations-4. Hearing

If you have problems hearing, please let me know. If you would like a place in the front of the room or otherwise near me I can probably arrange that. If you are having problems within small groups, it would be helpful to know.

IF ENGLISH IS NOT YOUR FIRST LANGUAGE

ESL-1. Do not allow others to edit your work

No editing by
others.

All students are required to submit work **that has not been edited by others**. For my courses, receiving help without discussing it with me will in most cases be viewed by me as academic dishonesty.

My full statement about the editing of work is in the "Integrity" section.

ESL-2. Talk with me about your language concerns

2.1. Office hours

Come visit
me!

My courses are grounded in communication and good reading comprehension. This can pose problems for students whose English listening, speaking, and reading skills are not fluent. Writing skills are a different matter. I don't grade based on whether or not a student's written English is polished. However, access to dictionaries is often limited.

The best approach for those with language concerns, even small ones, is to schedule office hours and discuss your situation with me. Diversity is an important element in all my courses. This means I am particularly motivated to find ways to facilitate the expression of your opinions and observations. I have been a student overseas in Japan in difficult, high-level graduate courses, and I have been in classes here in America where I had to compete in classes where the majority of students were first or second generation, fluent speakers of Japanese and received better treatment from the instructors. So I understand something of the challenges you might face being away from home and surrounded by English. This, too, encourages me to help you find ways to be not just comfortable but successful in class.

However, in counter-balance to the above, I believe all students should be involved in the class horizontally with other students. Much of my teaching approach is peer-to-peer teaching & learning. So there are limits as to how much I can adjust expectations to help with language issues. Also, my expectations for reading "with care and thought" can be a challenge to some but this requirement is rarely negotiable. Finally, I think basic language skills are a reasonable up-front requirement of this university.

All of this is best to be discussed in office hours. It helps me understand and work with you and we can shape some things to help with your situation.

2.2. You must submit your work unedited by others but ...

A word of warning: When working on an assignment, be sure to do your own work. Since it is nearly impossible to separate editing for English clarity from editing for clarity of ideas, I would like you to submit your own, un-edited prose.

In the case that you are truly concerned that I will not understand your prose, you may submit two versions **on ONE document**—not two different documents—where the first segment of the document is your **unedited** version and the second is an **edited** version. If you do so, provide details about the editing as much as possible: who helped, what specific help was offered (digital exchanges or sitting together), when, and so on.

WHAT TO CALL THOSE WHO TEACH AT BERKELEY

Addressing others-1. What I prefer to be called

I would prefer to be called any one of the following: "Professor Wallace," "Wallace sensei," or "Mr. Wallace." I am OK with "Dr. Wallace," too.

In Spring 2016, I asked a faculty discussion group that focuses on teaching here at Berkeley whether it was important to them that students address them as "Professor ..." or "Dr." or some other title. This led to a lively discussion with a very wide range of opinions. Some felt strongly about this, others did not. Some feel offended when addressed by their first name, others don't. Some feel it is OK to state on the first day or in a syllabus how they would like to be addressed, others think this is inappropriate.

After this discussion, I decided to write the following:

- How a student addresses me in person and in emails matters to me.
 - **I would prefer to be called any one of the following: "Professor Wallace," "Wallace sensei," or "Mr. Wallace."**
 - I am OK with "Dr. Wallace," too.
 - I am not very comfortable with just "Wallace."
 - **I am very uncomfortable with the use of my first name, "John."**
- The above is true for most students most of the time, **including graduate students.** You can always just ask me.
- That being said, I am also keenly interested in showing respect to you, too. Therefore, please let me know how you would like to be called when I call roll, when I am calling on you in class, when I email you, or when I am talking with you. (It might take a while and with a few students I seem unable to get it right for some reason. I apologize if you are one of those students.)
 - I am completely OK if you would like me to use your first name.
 - I am completely OK if you would like me to use your last name.

- Personally, I am completely OK with "Mr. ..." or "Ms." although I suggest that this might sound odd in the middle of roll call.
- I am not OK with "sassy" nicknames that are not just causal names but are things like "Killer Joe" or "Mr. Gentleman."
- I will assume that you prefer a first name and I will start with calling you by your roster first name until you indicate otherwise via the "Classname" assignment (if used) or at any other time. Many of my students have a first name that is not their roster first name. I would love to know and use this name if that is closer to your identity. By the way, I do not need an "American sounding" first name to simplify things. I enjoy the wide variety of names that I encounter on a daily basis. I apologize ahead of time for mispronouncing your name. I do try but some names just give me a challenge.

Addressing others-2. Suggestions on how to address Cal teachers

Observations for your benefit, based on the discussion described above:

- While how you address your instructor is not important to some, **it is very important to others.**
- **How a person signs at the bottom of an email is not a suggestion to you as to how that person would like to be addressed.** These are entirely different things.

Suggestions, based on the discussion I described above:

- If an instructor has not yet clearly said how she or he would like to be addressed, I suggest you begin with a formal address, such as "Professor xxx" then simply ask politely how that individual would like to be addressed. I think it would be rare for someone to be offended by this type of question, when asked respectfully.
- At this university and elsewhere in your professional activity, how you address someone can have an impact on how successful your relationship will be. It is worth your time to cultivate the ability to interact well with others and in many cases how you address them is part of that total activity. I suggest you pay attention to this issue.

GRADING (ASSESSMENT) PROCESSES

Grades-1. The Knowledge-Skill-Engagement grade portfolio

Your course grade will not be determined by mathematical calculations based on point results of various class assessments. Instead, I use a portfolio of those assessments. The grade results of these assessments might be used more than once, or in multiple ways, to determine the knowledge, skill, and engagement portfolio grades.

Because of the large size of classes at the University, and the fundamental structure of the LMS used (Learning Management System: bCourses), many of you are accustomed to point-based scoring systems. This class is not one of them. Instead, I collect the results of your various assessments into a single portfolio whose elements are used in various ways to determine a grade for three broad learning areas: knowledge, skill, and participation (engagement). **So, the first thing to understand about my grading system is that it is not an accumulation of points.**

Course grades are decided based on an overall grade in the three areas: knowledge acquired, skills acquired, and overall engagement. These can be described as:

1. What you will **know** by the end of the course
2. What you will **be able to do**
3. Your level of **involvement** in the course overall.

"Knowledge" means learning the course content facts and concepts.

- Reading comprehension is part of this category. All reading assignments are to be read with "some thought and care" to understand and critically evaluate the concepts, themes, messages or other "meta" aspects of the assignment.
- **Acquiring** facts, concepts, and analytic positions encountered through lecture, assigned readings, further research by the student, and discussions. This could be called "hard" knowledge: facts as they are on the page, for example, the name of the first haiku movement.

Your specific course syllabus will identify the learning objectives (goals) associated with each of these, and my expectations with regard to acquiring them.

- **Understanding** the significance of facts, concepts, and analytic positions is derived, high-order knowledge that results from the student's thinking.
- Finally, important in all my classes and the primary reason I emphasize group work is **capturing** "emergent" knowledge: the "something" that comes from the interaction of others in dialog on a topic. It is neither your opinion nor the other's opinion but rather how these interact with one another.

"Skills" usually means the ability to use a specific method for the analysis of various objects, usually texts, or other purposes. While the above emphasized knowing and understanding, the emphasis here is on doing.

- The ability to critically evaluate secondary sources, use them effectively, and document them using Chicago Manual of Style—Notes and Bibliography is usually a component of my course.
- The ability to analyze literary passages according to methods specifically taught is also usually a component.

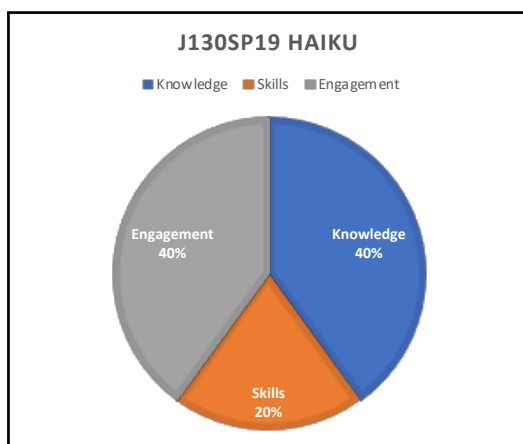
"Engagement" means how consistently attentive and active the students has been in relation to the various learning opportunities. Most learning in a course is never assessed; it happens simply from being involved in the course. Also, because of the active learning environment, I view students as part of a group, not a room full of individuals. This also means, though, that students bear responsibility for the learning environment in a more comprehensive way, not simply for their own benefit—thus my emphasis on preparation and interaction once in the room, on-time arrival, understanding instructions, and so forth. Here are some of the qualities I consider when determining the engagement grade:

- good preparation,
- on-time attendance and staying in the room once there,
- attentiveness in class (including avoiding all multitasking),
- intellectual curiosity,
- enthusiasm,
- taking responsibility for one's learning,
- informed contributions to the learning environment,
- listening to others (not just the instructor),
- facilitating the expression of the opinions of others,
- critically careful reading,
- self-initiated research in areas where the students feels she or he needs to know more,

- consistent, on-time submission of assignments, and
- time-investment in the completion of assignments.

When I begin to design a class (and this is done in a new way for every class so what you might hear from previous students might not be relevant) I begin with these above three as having an equal influence in the grade. As I settle the final plan, I adjust these and each class will have a statement of their relative weight. Understanding this final level of grade calculation is your best information for performing in ways that lead to a strong grade result.

For example, here is a class I developed on haiku. Students read haiku in the original, read secondary material on the history and techniques of haiku, discussed their interpretations in class, and composed their own poems in Japanese. In this class, I emphasize engagement over skill because I think being in class, sharing one's opinion and hearing the analysis of others is the best way to developing a complex and accurate understanding of the poems. I also feel knowing the basic history and details of haiku masters is important. While I want them to be able to analyze poems, this can be very difficult to achieve within just one semester so I have eased off on the skill expectations. The mix looks like this:



This means that preparation and attendance will be central to the course grade. The "knowledge" portion will not be difficult: there will be readings followed by tests on the readings. This area is straight-forward. The skills portion might be challenging but the grade scale will be soft and the overall percent in terms of the final grade is smaller than the others. This leaves the determination of the final grade more or less in the area of whether the student will prepare consistently, attend consistently, and be fully engaged when in the class.

My classes usually have attendance records, numerous exercises, numerous quizzes or reading checks to determine if the assigned material was read with "some thought and care," a few major assessments (midterm/final), and often a term essay. **The grade results of these assessments might be used more than once, or in multiple ways, to determine the**

knowledge, skill, and engagement portfolio grades. Alternatively, a test might have two parts, one testing knowledge and one assessing skill or a single test might be viewed in two different ways, from the perspective of knowledge acquired and from the perspective of course skills deployed.

For example, an exercise designed just to practice a skill will usually simply be tracked as to whether it was done on-time and in full or not, and thereby used as evidence for determining the engagement grade. However, if, at the end of the term, it is hard to determine with clarity how completely a skill has been learned, I might look back at these assignments to see whether they indicate an understanding of the skill or not. This can raise or lower the portfolio grade. In the grade book, this exercise might appear twice, on the "engagement" page and on the "skills" page.

Grades-2. "Where are my grades for this class?"

The official grades are on my laptop. Many grades are also on bCourse but they are not official, not necessarily up-to-date, and sometimes misleading (in terms of predicting a final course grade). In particular, if I make a grade change for you, I might not put the change on bCourse.

Grades-3. Midterm grade estimate reports for students who request them

Come to office hours or request a midterm report when you have concerns about your grade.

My grading scheme makes it impossible to closely track one's grade although because of the frequent feedback, in general the student has a very good idea of standing. Still, feel free to talk with me anytime. Also, **I can deliver midterm reports to bCourse if you request. The default is NOT to generate a report. The student needs to opt in** via a bCourse assignment page for each of the three portfolio components: knowledge, skill, engagement. Of these, it is likely that the engagement grade will be the most accurate since major tests may not have yet happened and because skill is usually a "finish line" grade. **(I do not offer reports during the summer because the grading scene develops too quickly. Please just come**

A finish line grade is where you need to be able to come to know or learn to do something by a particular point in time. How long it might take or how many mistakes you might make in getting there is not grade relevant.

to office hours.)

- Early Assessment Report (during Week 4, before drop deadline)
- Midterm grades (Week 8, only for students who might be at risk *at that point* in a course grade "D" or "F")
- 10th-Week Assessment Report (during Week 10, before P/NP deadline)

Grades-4. "Grade estimator"

There will be a "grade estimator" on bCourse that you can use to estimate your course grade. However, in order to use it, you need good estimates for the three components of the portfolio: knowledge, skills, and engagement.

- Your "knowledge" grade will be primarily based on quizzes, midterms, the final, and a term essay if there is one. Exercises are less relevant.
- Your "skills" grade will often include "finish line" assignments so there will be not truly relevant grades until near the end of the term. However, feedback can help you make an educated guess as to how you might do by the end of the term. Completing all exercises in good form supports this grade.
- Your "engagement" grade will rely heavily on attendance, attentiveness, timely submission of all assignments, time-investment in assignments, and the avoidance of multitasking. I will also consider the reading checks to see how involved you are in the reading assignments. In-class observations of you, office hours, and chats in the hallway can have an influence on this grade, too.

As stated elsewhere, I will calculate any or all of your portfolio components for you, at specific times during the semester. The default is not to do so; you will need to opt in before the opt-in deadline.

Grades-5. Accommodations for students with disabilities

Please see the section titled "Accommodations."

Grades-6. Pass-Not Passed (P/NP) grade option

A number of students take this class to satisfy a breadth or other requirement, or are simply interested in learning something about Japanese literature or culture but have an otherwise busy schedule. **While it is not necessary to consult with me when choosing the P/**

If you are thinking about the P/NP option, consider making a plan with me.

NP option, I encourage students to do so. Since I know well the overall architecture of the course as well as what portions of it are time-consuming and what my bottom-line expectations are, we can sort out together where to put effort, what can be dropped, and so on. Some students find this helpful. It certainly helps me understand why a student seems only partly involved which can be a grade-plus for the student, in the long run.

Grades-7. Incompletes

I basically **never give incompletes** in a class, but you can discuss this with me.

Grades-8. Timing of the final exam

The final exam period will be given during its officially designated time slot. Please do not ask to take an exam at a different time.

Grades-9. About bCourse statistics and point summaries

While I have disabled nearly all the grade reporting and statistical information that bCourse can generate, you may still see some summary numbers. **NONE of this information is anywhere close to accurate.** I do NOT use bCourse grades as the basis for the final grade and the points showing on bCourse cannot predict your grade.

Grades-10. Grade scales

All my bCourse assignments are set up with 10 points as the full "score." This does not mean that all assignments are of equal value. **I do not try to indicate relative final course grade value of assignments on bCourse.**

I often determine a grading scheme AFTER an assignment is done (except for major test, of course). Sometimes I need to see how students have responded before I know what type of feedback will be in their best interest. Sometimes I change this scheme as the semester develops, to harmonize with other assignments in the same group. Students can see prose changes in the grade book, but the point value will not change, of course.

The 10 points are aligned with an actual grade scale (percent / letter grade, such as 95% = A) in most cases. However, in some cases the "points" (numbers that bCourse shows) are truly meaningless and are being used only to generate a work—they have nothing to do with percents.

The only default grade scheme I use on bCourse is their simple "Complete/Incomplete" scale. When feedback does not need to be very specific or when I am in a hurry or when I feel the assignment was not all that successful and I won't use it for grades later, I use this one.

Otherwise, I have created my own as on the following pages:

10.1. "High-A" (letter grade) scale

If I give an assessment letter grades, I used a modified scale that allows me to distinguish between "Okay, that's an 'A'" and "That was really excellent work, and is at the top of the 'A' bracket." (There are reasons I present to type letters, not numbers.) How this converts to a letter grade reported to the University is also on this table.

	When the point percentage is this	Wallace's letter grade is this.	... and if there are no further grade adjustments, then this letter grade is reported to the University (in the case of final course grades)	... if the student has selected the Pass / No-Pass option, then this grade is reported to the University.
≥	100.00%	A+	A+ or A	P
≥	99.00%	High-A	A+ or A	P
≥	98.00%	High-A	A+ or A	P
≥	97.00%	A	A	P
≥	96.00%	A	A	P
≥	95.00%	A	A	P
≥	94.00%	A-	A-	P
≥	93.00%	A-	A-	P
≥	92.00%	A-	A-	P
≥	91.00%	A-	A-	P
≥	90.00%	A-	A-	P
≥	89.00%	B+	B+	P
≥	88.00%	B+	B+	P
≥	87.00%	B+	B+	P
≥	86.00%	B	B	P
≥	85.00%	B	B	P
≥	84.00%	B	B	P
≥	83.00%	B	B	P
≥	82.00%	B-	B-	P
≥	81.00%	B-	B-	P
≥	80.00%	B-	B-	P

≥	79.00%	C+	C+	P
≥	78.00%	C+	C+	P
≥	77.00%	C+	C+	P
≥	76.00%	C	C	P
≥	75.00%	C	C	P
≥	74.00%	C	C	P
≥	73.00%	C	C	P
≥	72.00%	C-	C-	P
≥	71.00%	C-	C-	P
≥	70.00%	C-	C-	P
≥	69.00%	D+	D+	NP
≥	68.00%	D+	D+	NP
≥	67.00%	D+	D+	NP
≥	66.00%	D	D	NP
≥	65.00%	D	D	NP
≥	64.00%	D	D	NP
≥	63.00%	D	D	NP
≥	62.00%	D-	D-	NP
≥	61.00%	D-	D-	NP
≥	60.00%	D-	D-	NP
<	59.99%	F	F	NP

10.2 "Completion" scales

In many cases, exercises and other assignments have a less "granular" grade scale that indicates whether the work was completed and, if so, whether on time and in good form. In both cases the numbers do NOT represent percents. Rather, when I am working with my excel gradebook, the averages of these numbers will tell me whether the student, over the course of the term, tended to submit late or incomplete work. Both of these tend to be used with exercises that are not otherwise graded (although the submission rate and sometimes overall quality can factor into the portfolio calculations).

code number	display	description
When this grade is inputted into a bCourse grade box or an Excel gradebook cell, the below will display.	
10.00	Complete	Ontime completion (completion = all portions are complete)
7.00	Late	A fully completed assignment submitted late, and accepted (might not show on bCourse)
5.00	Incomplete	A reasonable amount of the assignment was submitted but it is either not complete or not sufficient. The student might be able to resubmit if arrangements are made. The score will be 7 and there will be no feedback. The grade change might not be done until the end of the term.
0.00	Missing	Missing

The more nuanced version is:

code number	display	description
When this code number is inputted into a bCourse grade box or an Excel gradebook cell, the below will display.	
10.00	Complete and excellent	The work submitted is fully complete and one of the two or three best submissions for this assignment.
9.00	Complete	The work is complete and in good form.
7.00	Needs more	The work needs more and this should be kept in mind for the next submission. It might be content or it might be that instructions were not fully followed.
5.00	Halfcredit (linked or late)	Halfcredit (linked or late)
3.00	Insufficient	Submitted but insufficient
0.00	Nocredit	Either there was no submission or in the case of linked assignments it is possible the student is not eligible.

10.3. A feedback (FB) scale that I use frequently

Like the above, this is not keyed to a typical grade percent standard. However, **I use this scale frequently to give students a sense of what a grade MIGHT be, if I were to give a grade.** This is very important information for understanding one's performance.

code number	display	description
When this code number is inputted into a bCourse grade box or an Excel gradebook cell, the below will display.	
10.00	FB-Outstanding	A+ (beyond expectations or markedly better than the large majority of submissions)
8.00	FB-Accomplished	High-A to A- (excellent work, just keep doing this)
6.00	FB-Sufficient	B+ to C+ (this isn't the best work but it is good enough, you can continue like this or seek to improve)
4.00	FB-Marginal	C to C- (this sort of result will probably be good enough to pass the class on a P/NP basis but there are some serious errors that should be corrected)
2.00	FB-Insufficient	D+ to F (it seems that the fundamental points of the assignment have not been understood yet—considered contacting me or making an office hour appointment)
0.00	FB-Missing	No points earned (missed assignment have considerable impact on the grade, although one or two for a student who is otherwise fully engaged will probably not have an effect except to remove that student from consideration of an A+, probably)
EX	FB-Late	Considered separately (these are kept out of the averages mathematically and will be considered from an overall basis; late submissions are a grade negative)

Grades-11. "Finish line" grades

Some course content needs to be mastered as we move through the semester. Some content however, only needs to be mastered by the end of the semester. This second type is graded by what I call a "finish line" approach—**only the final result counts** towards the grade and it doesn't matter whether it take a little bit or a lot of time to gain that content. It only matters that the student has by the "finish line" whatever that date might be. Knowledge and engagement assessment results tend to be treated more or less equally across the term. Skill assessment results tend to be finish line grades. There is some variation to this. For example, final exams might ask for a higher level of integration of the various things a student has learned during the semester and the grade value of this exam might be higher than others.

Grades-12. Feedback

12.1. Importance of reading feedback

Student who attend to feedback score best in my classes. I recommend you watch for it as an efficient way to understand how to learn and score well in my classes.

Because of the large amount of assignments that active learning generates, and because I usually teach three classes each term, I have had to look for ways to make feedback efficient. (Even so, some assignments are late in being scored and some may never be scored.)

12.2. The bCourse grade as feedback

Because of the volume of assignments completed, often I cannot write prose feedback on the assignment. **I consider the grade itself to be the first line of feedback.**

The **letter grade scale (usually the "High-A" scale)** will give you the best sense of how you are doing. **I use this scale when I want to indicate how you are doing or actually use the assessment result in the portfolio grade.** Therefore, I have graded with care.

The **feedback (FB) scale** is meant to give you a good sense of whether you are on track or not. **Read the details of what each grade level means.**

Take special note of the FB scale.

The more **nuanced "complete / incomplete" grade scale** will give you a sense as to whether you are doing very well or just well enough. Otherwise, it doesn't carry much information.

12.3. Group feedback

It is more likely that you will receive group feedback rather than individual feedback.

Either a document will be distributed or I will make comments in class. One of the reasons it is important to be in class is that this feedback, if given in the room, will be nowhere else and will not be repeated. I like group feedback because you can see advice for a variety of scenarios, not just what might have come up on your own submission.

One of the reasons attendance is important is because key suggestions to improve on assignments are made to the group rather than to individuals.

12.4. Individual feedback

Normally this will be in the comments box on bCourse. Now and then there are other methods.

12.5. Positive feedback vs other feedback, and feedback volume

I tend to budget my grading time to helping the students who are struggling rather than praising the students who are succeeding. If you are doing well, you might not hear from me. I regret this but when forced between the two choices I feel some sense that I should try to correct errors that I think are correctable.

If I have written feedback, there is a good reason. I don't have time to write unnecessary comments. If something is there, there is a reason.

I do not put much energy into writing feedback for students who do not put much energy into the class.

I don't write feedback on late assignments. I need to work within a grading window on an assignment. It is excessively time inefficient to go back, review the rubric, remember what others have done and so on just for a single student.

Office hours are designed for sharing feedback. Use them.

If you have something of particular concern or interest ("I am not sure I did X right" or "I tried doing Y, what do you think?") tell me. I will always be happy you care about improving, and I will definitely try to respond.

12.6. Assignment titles

Since I develop assignments as the class develops, not in a fixed way ahead of time, I needed to develop a titling system. The method I use tells the us the type of assignment, the session day for which it is relevant, and where the assessment took place.

For example:

"EX181205 InC Active Learning"

means "an exercise (EX) done on December 5, 2018, in class, and which was about active learning." Put schematically:

type of exercise - date - location - descriptive tag

12.7. Grading with student names hidden

Sometimes I decide to grade an assignment without knowing the names of the students at the time of grading. I do this for fairness reasons, and to sharpen, review, or adjust my developing opinion of where a student is in terms of learning course content. I call this grading "in the blind" and you will know at the time the grades are reported.

Grades-13. Calculating final course grades (my workflow)

The final course grade is calculated during and after finals week. **Grades, once reported to the University, will never be changed by me except in the case of error.** In the last 20 years, I have changed a student's grade due to an error only twice. I have never changed a grade because the student asked me to reconsider. Remember that bCourse points have no value in estimating the course grade.

To determine the final course grade, here is my typical workflow:

- I regularize the attendance record which includes checking it against the "missed classes" Google form.
- I check all assignment grades, including missing grades, and make changes as necessary.
- I re-read all emails that have "gradeissue" in the subject line, and make further changes or notes

There is a Google form to complete for missed and partially missed classes.

Put "gradeissue" in the subject line of ALL emails that concern grades.

as necessary.

- I download the bCourse grade data.

This completes the bCourse work and all other work happens on the master gradebook. If there are further changes, they do not appear necessarily on bCourse.

- Using the bCourse grade data, I group assignments, create grading weights and such, in order to generate the three portfolio grades.
- I check general extra credit and major extra credit, which is probably within the engagement component, but if it is not it goes to the top-level page of grade calculations, to be reread before the final grade is submitted.
- I look at what course grades result and decide whether this is a fair reflection of the class or individuals in the class. When something seems systemically off, I rethink things. When something seems wrong for a certain student, I dig more deeply into that student's portfolio until I am satisfied.
- I let grades sit for a day when possible and repeat the above one more time.
- I submit to the University. Sometimes I announce this, often I don't.

I rarely finish this process before the last possible day available to me, which is usually 5 days after the last day of Finals week.

Grading season is my busiest time.

Grades-14. Extra Credit

14.1. Assignment-specific extra credit

This is the type of extra credit that students frequently encounter—the opportunity on assignments or tests to answer more challenging questions or include information beyond the usual expectations of the assignment. This type of extra credit influences directly the grade on the specific assessment where it was located.

14.2. "General" extra credit

These are little things that you do that indicate enthusiasm for the class, or more than the usual attentiveness to assignments, or acts that help the teaching environment. This might be Web links you find that are of special value, or an extended comment you send by email about something that interested you, or finding an error in my website or other instructions. I

acknowledge these things. **This type of extra credit is grade-relevant only if, on the whole, you seem to be participating well in the class.** It cannot replace assignments. Indeed, it might work against you if I conclude that you are only interested in your grade and believe the extra credit can substitute for work on the regular assignments. This is an opportunity to show enthusiasm and share ideas and help others, not polish your grade although, indirectly, it does have that affect sometimes.

I appreciate when you have noticed something that seems wrong in the instructions or elsewhere, and tell me. Everyone benefits.

If you have sent me something by email, I might not reply directly to you, but I will push the email over into my Wunderlist to do list, to remind me to review this at the time of the final grade. Your helpfulness has not gone unnoticed.

14.3. "Major" extra credit

Some of my classes have additional assignments that are quite challenging. I offer these as optional, for "Major Extra Credit." Completing Major Extra Credit assignments when completed in good form can, collectively, alter a final course grade one to two steps ("A-" to "A" or "C-" to "C+" for example). How much the grade will change, if at all, depends on a number of factors including the quality of the work submitted, the grade average of the student (how close to a cut-off line the grade is) and the overall engagement in the course. In other words, extra credit assignments NEVER substitute for other work. They are relevant only when the student has been well involved in the class throughout.

Grades-15. The A+ course grade

I often report to the University the "A+" grade for the top one or two students in a course. It is not a mathematical decision, even if your bCourse grade shows 100% or higher and so indicates an "A+." I will consider everyone in the top tier and consider their total involvement in the class and select among those candidates.

THINGS THAT AFFECT GRADES

Protect grades-1. Understand my view of "active learning"

Your final course grade rests heavily on whether you have evidenced an "active" posture in learning through the three phases of acquisition, practice, and production of knowledge. Review the "active learning section" until this information is well understood, then follow it. **Nothing else supports grade more than** this if your goal is an "A" not an "A-minus" or lower in the class. This can also come to your rescue when the unexpected occurs or your grade is at risk for some reason.

Protect grades-2. Understand the course definition of "analysis"

"Analysis" in my classes is different than in science classes. Review the definition and learn this method. That positions you excellently for high scores.

Protect grades-3. Academic honesty

Academic honesty matters to me. I support those who make good effort in this direction. I watch for dishonesty with considerable care, and prosecute it when found. **Remember that there is a "no excuses" approach:** you can explain what happened but that won't change the fact of the event or the penalty that it might incur.

Academic dishonesty incurs penalties on the first instance, regardless of excuse or apology.

I want students who plan to maintain honesty to not have to worry about falling behind in grades with students who plan to be dishonest in some way. You will notice a number of procedures I use to inhibit cheating and thus allow honest students to feel supported.

Teaching involves trust, active learning involves trust, and my teaching style in particular relies on trust. I am very protective of my learning environment. Trust and distrust are both contagious within a group. Thus, students who give honest contributions to the class are much appreciated. Conversely, I feel that students who are dishonest put the entire learning environment at risk, not just their own status.

I will assume I can have a trusting relationship with you. Once you begin to try to game the system rather than just learn in more direct, simple way, that trust begins to disappear. If you look around the room during quizzes, this too, reduces my trust of you. If you plagiarize or

cheat in some way, our trusting relationship is likely at an end. Sometimes students can recover from this through an office discussion and subsequent very honest behavior.

Protect grades-4. When missing a class in full or in part

4.1. General comment

I design my classes in a way that **attendance is central** to the learning experience, grades on assessments, and the final course grade.

Again, there is a Google form to complete for missed and partially missed classes.

If you are serious ill, I will support you in that and try to figure out solutions. If you are contagious you should not come to class.

However, if you are sick, you will need to communicate with me. **Regardless of our conversations or emails, please remember to also complete the**

Google form. By the way, it is much preferred that you have proof of the sort that can easily be determined as legitimate.

These are some of the reasons it is better to be in class for the large majority of class sessions:

- Quizzes, usually given without warning, cannot be made up.
- Exercises cannot be made up.
- Feedback explanations are missed. Feedback is important in my classes because my assignments often ask you to think outside the box and students might not understand the assignment well the first time around.
- Last minute changes to instructions or schedules or explanation of them are sometimes given in class and will not be repeated via email or, probably, during office hours.
- Video material is usually screened only in class and usually is not available online.
- Peer discussions and peer reviews are missed
- Lectures, if given, do not review or summarize material. They will provide focus or interpretation or additional detail that is not available elsewhere.
- Attendance records matter for the course grade.
- Support for your group matters for the course grade.

4.2. Partial attendance score

I record the following as "late" on bCourse: late arrival (you are not in the designated seat at the time I call your name), departure during class, early departure from class, observed multitasking even if brief.

Active learning classrooms need everyone in place ready to go and need full participation to the end.

The bCourse default setting for late arrival on bCourse is 80% of full points. **I change this to 60%** because full readiness and participation is important.

4.3. Reporting reasons for partial or missed attendance

I adjust attendance records at the end of the term and assignments associated with those sessions. Because I have many classes and many students at the same time, I have found that having everyone report to the same location is the best way for me to be sure that your attendance score is adjusted fairly and accurately.

Submit to the Google Form "Summer 2019 — When you have missed or will miss a class." (<https://goo.gl/forms/ev8oNY6hWcuHvANz2>)

4.4. Early departure or late arrival due to midterms in other classes

I do not consider this a valid reason for missing part of the class, unless the room is far away.

4.5. Travel plans

Students or their parents sometimes schedule travel plans very close to class sessions. I do not consider inexpensive tickets or other absences due to planned travel as excusable in many cases. I also don't consider delayed flights as excusable if the arrival time was the same day as class.

4.6. Job interviews

I am ambivalent about job interviews. If you seem otherwise to be fully engaged in the class, I will probably consider missing class as inevitable but I will regret that you have missed the material. You should make extra effort to participate in the sessions you are able to attend. When the student seems otherwise relatively uninvolved in the class, I do sometimes wonder if the interviews might have been able to be scheduled at a better time.

Protect grades-5. Deadlines & late penalties

Because assignments fit into a specific moment in the flow of the class, and because I need to manage the receipt and grading of assignments very strictly in order to carry out my teaching duties in the style I do them, and because I believe in treating all students with equal fairness so all must confront the same deadlines and have the same amount of time to perform what is required, **my deadlines are bright lines—they are specific moments in time without a grace period. I do not give extensions.**

Deadlines are completely firm.

bCourse is NOT a reliable pathway for fast submission. Allow a buffer. Further, remember that a 2AM due time means up until 1:59:59.

Assignments submitted through bCourse will use the assignment lock feature in most cases.

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 was through a Google form, it will be time-stamped and assignments with past due time-stamps are ignored and usually just deleted.

Late submissions will almost always have a severe penalty, usually do not receive feedback, and may not be accepted at all. Very few of my assignments or assessments can be made up.

Protect grades-6. Missed assignments

Missed assignments cannot be made up.

It is usually not possible to submit an assignment once the deadline has passed. I do make some exceptions but students should not expect this. I cannot conduct the class in the style I do when there are numerous assignments outside the timeline. Also, most assignments are graded comparatively and collectively rather than on an outside standard. To grade something after I have finished grading the group requires that I go back and reread the work of others. I won't do this.

SCORING WELL IN MY COURSES

Scoring well-1. Grade-related suggestions and cautions

In brief, a student's best strategy is to do his or her best in terms of learning course content, learning the skills being introduced, adjusting as necessary based on feedback, and be consistently engaged from beginning to end as defined by me via my comments elsewhere on active learning. **Just being a student with motivation and curiosity is very likely to lead to a high score.**

Based on watching how students perform in my classes over the years, here is one possible description of what works best, then another description with some of the more frequent student behaviors that can reduce a grade.

Scoring well-2. Things that work well

Be curious about course content and **convey that to me**. Have your own well-considered opinion. Attend class regularly and on-time. Submit material on time. Invest time in those submissions. Attend to feedback and come visit me in office hours, even if you don't really have an issue but just want to chat about course content. The better I know you, the more likely it is I will understand your communication style and see that you are showing me that you understand whatever topic is at hand. Never forget that many of my assessments will be about process not product so avoid shortcutting to finish the work. "Active learning," "analysis," "process over product," and "content-rich" are all very important to grades. Knowing what I mean by these is very helpful.

Scoring well-3. Things to look out for

All Berkeley students already know how to be great students. However, in the case of my classes, their instincts might be slightly off target here and there since my approach might sometimes not be what their past experience would predict.

The below bullet list is just about those types of things, not one's already polished learning style. Please use that, too. I've listed them in the order that, based on my experience, seems to have the most frequent (not necessarily largest) grade influence for better and worse.

- **Reading assigned material and instructions carefully.** (Students who rush through my instructions rarely score an "A" in the class, I guess.)
- **Managing deadlines.** (Same as above.)

- **Regular, on-time attendance, reasonable preparation, and intelligent engagement.**
These enhance or degrade grades in multiple, highly useful ways. (Students who frequently miss class often end up with somewhere in the "C" to "low-B" range, for various reasons. Student who seem not fully engaged score similarly.)
- **Not reading announcements.** (Students are responsible for any additional work requested for a class up to 24 hours before the class. Also, usually when I have finished preparing an exam I'll give hints online, or the test itself, minus the actual prompts. This allows students to read instructions ahead of time. Very helpful for test time.)
- **Insufficient time-investment**—submissions that give the impression of having been rushed. (This usually just softens the grade some but it can also be what allows a grade to pass from "C" to "D" territory.)
- **Multitasking** can poison your grade profile; avoid it at all costs. This is lower on the list because almost all students wisely avoid multitasking. (Multitasking even once will eliminate the possibility of an "A" in my course.)
- I care about **academic integrity**; make an honest effort and that will be recognized and rewarded. Try to game the system and things will not go well. Looking around the room during assessments can have a negative impact. Significant plagiarism and such can trigger an "F" for the course and a report to the University. Lesser events will generate an "F" for the assignment or assessment and will cause me to reevaluate past work and change how future work will need to be completed.
- Asking yourself about the **significance** of information, not just memorizing the information counts for a lot. (All "A" students show some level of understanding of course content beyond an accurate memorization of it and "A+" students will show a very strong understanding in this category.)

DISCUSSING GRADES

Discussing grades-1. Discussing individual grades and the course grade

Grades will not be discussed via email or message.

Neither I nor the GSI (if there is one) will discuss the details of grades via email.

Please come to office hours or arrange a meeting by appointment.

Any emails expressing concern about a grade should include "gradeissue" in the subject line. I review all of these at the end of the term, before submitting grades.

Any correspondence you have with me must be by email, not message, so I can archive the communication. If you want me to remember the conversation before I submit final grades, be sure to include "**gradeissue**" (as one word, if possible) in the subject line.

Please feel free to discuss grades anytime.

It is unlikely I will have time to calculate your course grade with any accuracy except during the 4th and 10th weeks, when I invite anyone to request a report. **However, at any point in the semester, I am willing to give you my "sense" of where you stand. Depending on who and when, this can have considerable accuracy or very little accuracy.**