

last updated: August 14, 2020

Syllabus — Version 1

JAPAN 173
Modern Japanese Literature in
Translation: Short Narratives
("J173Fa20—Short Narratives")

Fall 2020

Instructor: John R Wallace

1. Course SPACES	3
1.1. Zoom sessions (our "classroom")	3
1.2. My public website hosted by Sonic.net	3
1.3. Our bCourse class site + Kaltura	3
1.4. Our course Google Drive folders	4
2. COMMUNICATION	4
2.1. Contacting me / meeting with me	4
2.2. Announcements (read them!)	4
2.3. "How do I know what to do for each class session?"	4
2.3.1. <i>Assignments that are "Just to be done" (no submission)</i>	4
2.3.2. <i>Assignments that require a submission and their deadlines</i>	5
2.4. "Google Form" for missed or late sessions / assignments	5
2.5. Feedback	6
2.5.1. <i>Feedback on assignments</i>	6
2.5.2. <i>General feedback</i>	6
4. Course DESCRIPTION	6
5. PREREQUISITES	7
6. COURSE LEARNING OBJECTIVES AND THE ROLE OF ENGAGEMENT IN ACHIEVING THOSE OBJECTIVES	7
6.1. Engagement	7
6.1.2. <i>What I mean by "engagement" and its importance to the final grade</i>	7
6.1.3. <i>Active learning in this course</i>	8
6.2. Knowledge	10
6.3. Skills	10
7. GRADES	11
7.1. Grading in a remote learning environment	11
7.2. Explanation of portfolio grades	11
7.3. Portfolio grade weights for this course: ENGAGEMENT—33.33% KNOWLEDGE—33.33% SKILLS—33.33%	12
7.4. "Syllabus, Part 2"	12
7.5. "Grade ceilings"	12

7.6. Letter grade prose descriptions	13
7.7. The P/NP (pass/no pass) grade option	13
8. SCHEDULE (initial version)	14
8.1. Dates of major assessment (graded events, like tests)	14
8.2. Day-to-day schedule (early draft)	14
9. COURSE MATERIALS AND THEIR LOCATION	22
9.1. Course bibliography	22
9.2. Course materials access	22
9.3. File titles	22
10. ASSIGNMENTS	23
10.1. Understanding my assignment and file titles	23
10.2. Some typical assignment types and how they are used in calculating the portfolio grade components	23
10.3. Assignments for this course, general description	25
<i>10.3.1. Assignment flexibility (both in types of assignments and grading them)</i>	25
<i>10.3.2. General description of the major assignments in this course</i>	25

1. Course SPACES

We have four course spaces. All are digital.

1.1. Zoom sessions (our "classroom")

Regular class sessions happen here, as do office hour and other meetings. Zoom sessions are recorded and uploaded to Kaltura.

1.2. My public website hosted by Sonic.net

In this course we call it "**Sonic**" (<http://www.sonic.net/~tabine/>) — This is our main course page that has links to the syllabus and such, and details as to what needs to be done for the next session, and much else.

1.3. Our bCourse class site + Kaltura

Announcements, assignment instructions / submission portals, grade reports, most course files, and some other material. Kaltura is accessed through bCourse and is the repository of the video material used for the course.

1.4. Our course Google Drive folders

These include the "Backup Schedule," collaborative documents, and so on.

2. COMMUNICATION

2.1. Contacting me / meeting with me

My email is jwallace@berkeley.edu.

I would like to ask that you not message me either using my private account, or the appointment software, or via bCourse. Please use email. The exception is for minor things related to a specific assignment when messaging from the bCourse comments box makes sense.

My office hours, any last-minute changes to them, and how to request a meeting are listed at [Sonic](#). Please don't rely on the department's webpage listing.

2.2. Announcements (read them!)

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

1. In-class announcements
2. bCourse announcements (arrives to you as an email notice and remains accessible on the bCourse site)

Because, as an active learning classroom, we are already very busy with activities, and because I think all of you are good readers, **I rarely make announcements in class. It is unwise to assume that in-class announcements are sufficient for navigating the course and meeting deadlines. If you encounter a grade disadvantage because you did not read the announcements, that disadvantage will not be corrected. Please read announcements. I will not spam you.**

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

This is an active learning course with many assignments and associated tasks. Some of these are just to be done, others require some sort of submission.

2.3.1. Assignments that are "Just to be done" (no submission)

FOR CLASS SESSIONS — Session Details will have a list of things to be done, at the entry for the day in question. It can be updated up to 24-hours ahead of a class. If there is nothing there ("lorem" is still everywhere), check the Backup Schedule (use the button at the top of Session Details). If there is nothing there, then there is no expectation by me of preparation.

FOR GROUP WORK — If there is something to be done ahead of a meeting, you will know.

Be sure to arrive at meetings well prepared. This has a substantial effect on your final course grade. Arriving to a class session unprepared reduces the quality of a class session but arriving to a group meeting unprepared can cripple the meeting which affects the grade of other students. I am protective of their grades. Arrive prepared for the group meeting.

2.3.2. Assignments that require a submission and their deadlines

All assignment submissions are through bCourse. All assignments have due times.

Regardless of the assignment, no late material is accepted.

Regardless of the assignment, all assignments must be submitted to bCourse, no where else. I do not accept late material via emails.

My orientation video on assignments has more details.

DUE TIMES WARNING — If a bCourse box locks at, say, 10:58AM, that means you have until 10:57:59AM to submit, NOT 10:58:something. ALSO, remember the bCourse does not process your submit request quickly. For these reasons:

When it is an important assignment, submit something even if unfinished early so that if there is a submission issue at least you have something submitted.

When it is an important and large assignment, allow a 20-minute time buffer for the last submission.

When it is other assignments, I suggest a 2- to 3-minute time buffer is usually enough but this is your call, not mine. It depends on your internet connection.

DUE TIMES are managed somewhat non-intuitively in my courses.

The time the bCourse submission box locks is the real due time.

However, I will set a due time at 11:59PM on the day before so that it shows on your calendar on that day. This is because my usual due times are 2AM, 6AM or about an hour before a class. In all of these cases, if you wake up in the morning and see an assignment due for that day, it is possible it is already too late to complete it. Thus the 11:59PM night-before strategy. bCourse will mark it late, of course. Just ignore its silliness.

2.4. "Google Form" for missed or late sessions / assignments

When you have missed or arrived late to a class, or know that you will, you can complete the "Google Form for late / missed classes or assignments."

When you have been unable to submit an assignment, in this case, too, you are welcome to complete the same form.

The button linking to the form is on the Session Details page. Completing the form can help your final grade or an assignment grade. However, completing this form does not, of itself, generate an excused absence or assignment adjustment. **I do not read this form until the end of the term. So, if there is something I should know before that ALSO email me, but do not skip the form.**

2.5. Feedback

2.5.1. Feedback on assignments

As long as there is no vaccine for COVID-19 I have reduced my workload to remain healthy and strong. One area in which this reduction might influence you directly is in a reduced amount of feedback that I write and send to students. If, AFTER AN ASSIGNMENT IS GRADED, you have specific feedback that you would like to have — not necessarily grade-related but it can be — please complete this "assignment" on bCourse.

2.5.2. General feedback

I am happy to talk with you anytime about the class and your performance in it in more general ways. My grading system is unlikely to provide an early estimate of a grade that is useful for add/drop or grade option decisions but we can try. Schedule office hours and let me know ahead of time. Students often just ask out of the blue "What is my current grade?" I don't have that information but, given a few days' notice, it is possible I can get to a good estimate.

4. Course DESCRIPTION

This course explores elements of narratives found in modern Japanese short narratives. An essential premise of the class is that we will discuss narratives from a wide range of media, not just written form ("short stories").

After a series of lectures on narrative elements, and a test on them, we will explore these elements through student-selected, student-presented short narratives. This will position us to identify noteworthy similarities and differences across the various selections.

Narratives must be accessible via English, not Japanese, in good taste, and capable of consumption in a short period of time.

The elements we will consider are:

- Narrator
- Characters
- Character changes
- Settings
- Themes

- Pace
- Rhythms
- Logic of events arrival
- Moods
- Timelines management
- Structural patterns repetitions
- Narrative elements that could be characterized as cultural things that might be considered unusual (to a non-Japanese)

5. PREREQUISITES

None. All are welcome. You do not need to have any background in East Asian at all. You do not need to be in the time zone of the UC-Berkeley campus.

6. COURSE LEARNING OBJECTIVES AND THE ROLE OF ENGAGEMENT IN ACHIEVING THOSE OBJECTIVES

All assignments that are graded (usually), even when there are more specific grading rubrics, keep the below objectives in mind and the final grade is heavily influenced by an answer to such questions as "Did the student master (come to know well) ...?" or "Did the student learn X skill or, if already skilled at that skill did the student make good effort to further improve it?" and so on.

Thus,

... now and then during the course, the student should review the below objectives and measure progress against them. However, SKILLS objectives are often but not always "finish line" assessments, so "progress" means to achieve a certain level of mastery by the time of the final assessment.

6.1. Engagement

6.1.2. What I mean by "engagement" and its importance to the final grade

The ENGAGEMENT component is the dominant element of the portfolio. The student's grade for this element guides my thinking on determining the grades for the other two components and is decided before those other two are determined.

Engagement is assessed in terms of:

- the student's **level of preparation** for a session
- engagement in regular sessions through on-time **attendance** (or attendance substitution), remaining throughout the session, **speaking and listening with care, avoiding multitasking,**
- **consistent completion of assignments** and the energy brought to them
- **facilitation** of (flexibility in meeting times, on-time arrival having prepared for the session, un-interrupted attendance of the full session, and participation through speaking and listening in small group work in a process-oriented (lively dialogue), not product-oriented (completing the assignment) way
- **learning initiative**
- **curiosity** in course content and course themes (as evidenced through discussions, emails, office hours, assignment content)
- **energy** brought to the classroom and assignments.

Since most learning in this class happens outside the range of what I can assess, the engagement grade helps me come to conclusions as to how much knowledge is being obtained, even if not assessed directly. And it should go without saying that engagement leads to better skill development.

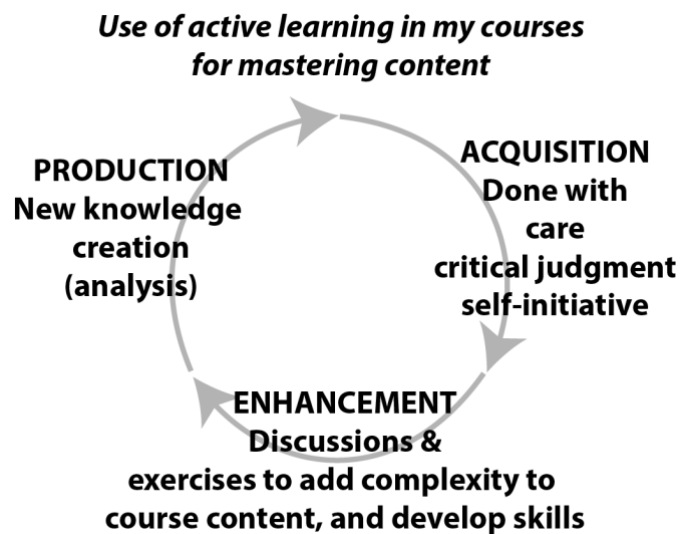
6.1.3. Active learning in this course

Some of the learning objectives in my courses concern mastering knowledge delivered through lecture, assigned reading, or discussion. Other learning objectives set the development of skills as the goal. Either way, "active learning" in my courses reaches across three phases of the learning process:

1. **acquiring** knowledge through listening, reading, and discussion, or practicing skills for the first time
2. **working with** course content to bring texture and nuance to knowledge content, or improve skills, and
3. **producing** knowledge* of value to others through analysis.

*"Knowledge" means, in this case, your *carefully considered and critically solid analysis* (=observations, interpretations, tentative conclusions).

Employing self-initiative and critical judgment in KNOWLEDGE ACQUISITION.



- Careful preparation positions you to better understand the significance of lecture or discussion content, and contribute in ways that advances the knowledge acquisition of others.

I watch carefully for how well students have prepared.

- Engaging lectures, feedback, and discussions (peer-to-peer or with me, either way) as a learning opportunities. If I have provided feedback to you personally or the group as a whole, reading it and taking note of it can at times be fundamental to my grade calculations.

Always check your assignments for feedback, even if, in terms of frequency it is rare. I must budget my grading time quite carefully. If I have taken time to say something, there is usually a very good reason for doing so. Either you are on track and I want to confirm that, or you are headed in a direction that can reduce your grade in the future, and I want you to know.

- Dynamic engagement beyond the "letter" of the assignment that is guided by curiosity, creativity, and energy rather than curt responses, rushed responses, or other responses to prompts that seem aimed at the practical goal or "getting the assignment done" rather than learning from it.
- 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.

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

ENRICHING UNDERSTANDING and ACQUIRING SKILLS through experimentation, discussion, and practice.

- I view active engagement in discussions and exercises as key to the learning process.
- I assess both your speaking and listening activity.
- All discussion, even peer-to-peer discussions, 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. When students do not prepare, it is a liability to the entire learning environment and a grade negative for that student.
- 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.

PRODUCING (constructing) NEW KNOWLEDGE.

- 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.

To earn a final grade within the "A" grade band, you will need to show that you can work accurately and meaningfully with course information and concepts from the perspective of understanding the *significance* of the content. That understanding is developed by you, on your own. I cannot teach it directly. It is the result of you working with the material directly.

... A passing grade requires that at least you have made sufficient effort in this direction.

6.2. Knowledge

Students will understand better how narratives are constructs that arise from cognitive activity on the part of the read, not "actually" residing within an object.

Students will understand better the wide range of ways of telling a story.

Students will be able to describe in detail, by the end of the class, these narrative elements and ways they manifest across various media:

- Narrator
- Characters
- Character changes
- Settings
- Themes
- Pace
- Rhythms
- Logic of events arrival
- Moods
- Timelines management
- Structural patterns repetitions

6.3. Skills

These skills will be developed:

- the identifying and understanding of narrative elements (analysis within the boundaries of narratology)
- the fashioning of comparative analysis (skill in finding noteworthy similarities and differences across various short narratives)

- the conveying through presentation to others interesting aspects of a narrative

7. GRADES

7.1. Grading in a remote learning environment

For my style of teaching and my teaching goals I have identified these three areas that need proactive attention: learning community (our classroom), academic integrity, and assessments (tests).

Learning community. Students will be graded more extensively on how much they have contributed to enriching our classroom learning environment. It is the responsibility of me as an instructor and you as a student to work together to create a learning environment that is effective and stimulating regardless of the limitations imposed by Zoom sessions. You will be graded on this and it will matter in terms of your final grade.

Academic integrity. Similarly, because it is much more difficult to safely assume that students are conducting themselves with honesty, I will be more vigilant than in the past and the penalties will be more severe and the remedies will be quite limited. In most cases if I even allow an assignment to be redone it will be in real-time with me on Zoom, regardless of your time zone. Please note that my posture will be cautious and skeptical equally towards all students, to avoid unfair treatment. Please do not take it personally.

Let me go on record: to take advantage of the current situation to proceed with academic dishonesty is, in my opinion, unacceptable behavior at a time when we are all trying to make this work, even when we are all over-worked. The pandemic is not an excuse to cheat. If you are having difficulties, contact me. We can work things out. This is a time when we need to work together, not take advantage of one another. I have a negative attitude towards dishonesty in general but at this time my feelings are very strong.

Assessments. Finally, I have shifted my emphasis from quizzes and tests to projects, with that quality of work assessed through a combination of submitted material and one-on-one interviews about that material. This places a greater burden on students in a number of ways:

- students must self-motivate rather than have an up-coming quiz motivate their learning,
- students might be less clear as to whether the material has been mastered or not so should be more proactive in scheduling office hours with me to discuss things, and
- students will have a more limited ability to know how they stand grade-wise in a course.

On the other hand, I recognize that at this time of the pandemic students are might be confronted with beyond-the-usual challenges, and, further, that the intensity of these challenges are unequally distributed among my students. This is having a profound impact on how I teach. I have reduced course content to what I consider are the essentials. Also, I am more cautious about concluding that something "should have been done" or "should have been understood."

7.2. Explanation of portfolio grades

Observation, assignments and more formal assessments are reviewed at the end of the term to determine a course grade. This data is used to answer three basic questions:

1. Was the student engaged in the course?
2. Did the student make progress in mastering the core material (for a passing grade) or all material (for an "A"-level grade) stated as the knowledge learning objectives?
3. Did the student develop the basics of the learning-objective skills (for a passing grade) or show expertise in those skills (for an "A"-level grade)?

Thus, a student's grade is the result of a calculation based on three sub-grades:

course **ENGAGEMENT**

KNOWLEDGE gained

SKILLS learned

7.3. Portfolio grade weights for this course: ENGAGEMENT—33.33% KNOWLEDGE—33.33% SKILLS—33.33%

The relative weights for these three grades, for this course, are as above. I've put them in the sub-section heading so that can be quickly viewed in the Table of Contents, without navigating this document.

7.4. "Syllabus, Part 2"

This document has the full description of how I calculate grades, percent tables, and so on.

7.5. "Grade ceilings"

Final course grades begin with a calculation of the portfolio grade. In most cases this is the grade reported to the university. However, there are some behaviors that place a limit on how high the grade can be regardless of numerical calculations. I call these behaviors or events "grade ceilings." I use grade ceiling at the level of assignments as well. This just describes those that affect the final, overall course grade.

Multitasking during class: This creates a general skepticism that beyond-the-session/classroom work is being done as attentively as it should, on the assumption that a student who multitasks during a class is highly likely to approach at-home work in the same way. This skepticism can affect a number of judgment grades having to do with engagement and knowledge, and, as well, lead to an overall depressive effect on the course grade. It is unlikely the student can score higher than an "A-" in the course, even for slight multitasking in class.

Significant academic dishonesty: If the event has not caused a fail in the course already, it is unlikely the student can score higher than a "B-" for the course even if the event itself has been discussed and resolved since there will be lingering doubts about the integrity of all other assignments.

Moderate or minor academic dishonesty: My usual practice at the end of the term—"Upwards" rounding of grades that are difficult to determine or sit on a borderline—is abandoned. Further, general extra credit (GenEC), if any, is no longer calculated into the grade. Further, it is unlikely the student can score higher than a "B+" regardless of the calculated grade.

Significant number of unexcused late arrivals and/or early departures creates a grade ceiling of "A-."

7.6. Letter grade prose descriptions

"A+" — Exemplary students, not based on points but rather on students' evident grasp of the deep principles and often also referencing their ability to raise the learning environment for others in the room through their preparation and participation. Still, students who don't connect well with others but have plunged into the course material and grasped it well are definitely candidates for "A+" as well. Consistent effort is obviously necessary. A few flashy accomplishments will not be enough. Top scores on the assessments is not enough.

"High-A" — This is a common grade on assignments and assessments but not an official University grade. "High-A" tells the student that they have performed with excellence but there was someone in the room that went even above and beyond what they accomplished. "High-A" scores are helpful in grade calculations because of their higher point value on my gradebook Excel sheet, compared to "A." Also, students with a final grade sheet course average of "High-A" will be considered as a possible "A+" candidates since it is quite difficult to end a semester with this high an average across all exercises, assignments, and assessments. The final course grade for submission to the University for a student with this overall average would be either "A" or "A+."

"A" — It seems likely that the student has an abundance of self-initiative, curiosity, and interest in discovery. Consistent participation is important. Not perfect but nearly perfect on-time attendance. Effort aimed towards understanding the material rather than the collection of points. Consistent effort is obviously necessary although when a pattern of excellence is established, a few misses along the way will not matter. If the student has such a profile, even if the numbers might indicate an "A-" it is likely the submitted score will be an "A." If the scores are lower than that, it is not unusual for me to take a close look at all the data and determine whether the letter grade can be bumped up one step.

"A-minus" — This grade is more common than "A" in my scheme. Something in the above is lacking or missing but overall the student meets the "A" profile.

"B" grade band — These students have performed well. Their approach to the class is good. Their level of learning is good. It is likely that if these two things are in place, weaker skills scores will not lower their letter grade. These students do most of the work, make reasonable effort, and seem engaged most of the time.

"C" grade band — Effort is the key indicator for this grade level. If the student has made consistent effort and conveyed (through a combination of words and actions) this to me through class presence or their out-of-class communications in the various forms available, they will likely be in the "B" grade band. "C" students seem to be in neutral the majority of time. These students might do what is assigned but only that and are seeking ways of minimal engagement often enough that it is noticeable. (All students have times when they are overwhelmed with other class duties and are less involved in the course for brief periods of time.)

"D" grade band — Course content has core, bottom-line, material that needs to be mastered and much other content that should be learned to some degree. When core content seems clearly not to have been learned, a student is a candidate for this grade band. If the student seems entirely disengaged this, plus assessment results, can place a student here as well. I will not assess a student as a "D" student unless I have looked at all data collected and concluded that there is really no other fair grade.

7.7. The P/NP (pass/no pass) grade option

It is best to contact me if you are considering the P/NP grade option. There are many reasons:

- If you are underperforming, not only will be I worrying about you but I will wonder why you seem disengaged. If I do not know you are P/NP this impression will have an out-sized effect of your grade.
- If I know you are P/NP I can manage group assignments better and that is good for you and your fellow students.
- If you are considering P/NP we can work out a plan that works for you. My assignments are so inter-related that it is difficult to reduce the workload by just skipping assignments randomly.
- There are core assignments that must be done and if you are unaware of what they are, and skip one of those core assignments, you will receive an NP even if your grades are otherwise high in the class.

8. SCHEDULE (initial version)

8.1. Dates of major assessment (graded events, like tests)

One-on-one interviews. There is a series of one-on-one interviews in the first third of the course and again at the end of the course. Each student will have one interview with the other days free. The possible dates are listed below. The research work will be due on the day before the first day of the final one-on-one interviews. There is no final during finals week.

I hope will be able to lock in the schedule at the end of the second week, when it seems clear that student enrollment changes would not affect which of the below columns we will use.

8.2. Day-to-day schedule (early draft)

Session Details will be the official schedule. When it is not updated, the "backup schedule" in our Google Folder will be the official schedule.

	J173	If enrollment of 15 or less	If enrollment is 16-21	If enrollment is 22-26	If enrollment is 27-30
	MWF 2:00P-2:59P	Teams will be a mix of groups of 1 and groups of 2	Teams will be groups of 2	Teams will be a mix of groups of 2 and groups of 3	Teams will be groups of 3
Wednesday, August 19, 2020					
Thursday, August 20, 2020					
Friday, August 21, 2020					
Saturday, August 22, 2020					
Sunday, August 23, 2020					
Monday, August 24, 2020					
Tuesday, August 25, 2020					
Wednesday, August 26, 2020	1	Orientation	Orientation	Orientation	Orientation

Thursday, August 27, 2020					
Friday, August 28, 2020	2	Orientation	Orientation	Orientation	Orientation
Saturday, August 29, 2020					
Sunday, August 30, 2020					
Monday, August 31, 2020	3	Community building	Community building	Community building	Community building
Tuesday, September 1, 2020					
Wednesday, September 2, 2020	4	Community building	Community building	Community building	Community building
Thursday, September 3, 2020					
Friday, September 4, 2020	5	Community building	Community building	Community building	Community building
Saturday, September 5, 2020					
Sunday, September 6, 2020					
Monday, September 7, 2020	No class				
Tuesday, September 8, 2020					
Wednesday, September 9, 2020	6	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements
Thursday, September 10, 2020					
Friday, September 11, 2020	7	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements
Saturday, September 12, 2020					
Sunday, September 13, 2020					
Monday, September 14, 2020	8	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements
Tuesday, September 15, 2020					
Wednesday, September 16, 2020	9	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements
Thursday, September 17, 2020					
Friday, September 18, 2020	10	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements
Saturday, September 19, 2020					
Sunday, September 20, 2020					
Monday, September 21, 2020	11	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements	Introduction to Narrative elements
Tuesday, September 22, 2020					

Wednesday, September 23, 2020	12	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission
Thursday, September 24, 2020					
Friday, September 25, 2020	13	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission
Saturday, September 26, 2020					
Sunday, September 27, 2020					
Monday, September 28, 2020	14	SSM 1 Student selected material (presentation)	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission
Tuesday, September 29, 2020					

Wednesday, September 30, 2020	15	SSM 1 Student selected material (discussion)	SSM 1 Student selected material (presentation)	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission
Thursday, October 1, 2020					
Friday, October 2, 2020	16	SSM 2 Student selected material (presentation)	SSM 1 Student selected material (discussion)	SSM 1 Student selected material (presentation)	On one of these days, each student will have a 6-minute, private interview to assess knowledge about narrative elements and will otherwise be preparing the SSM submission
Saturday, October 3, 2020					
Sunday, October 4, 2020					
Monday, October 5, 2020	17	SSM 2 Student selected material (discussion)	SSM 2 Student selected material (presentation)	SSM 1 Student selected material (discussion)	SSM 1 Student selected material (presentation)
Tuesday, October 6, 2020					
Wednesday, October 7, 2020	18	SSM 3 Student selected material (presentation)	SSM 2 Student selected material (discussion)	SSM 2 Student selected material (presentation)	SSM 1 Student selected material (discussion)
Thursday, October 8, 2020					
Friday, October 9, 2020	19	SSM 3 Student selected material (discussion)	SSM 3 Student selected material (presentation)	SSM 2 Student selected material (discussion)	SSM 2 Student selected material (presentation)
Saturday, October 10, 2020					
Sunday, October 11, 2020					

Monday, October 12, 2020	20	SSM 4 Student selected material (presentation)	SSM 3 Student selected material (discussion)	SSM 3 Student selected material (presentation)	SSM 2 Student selected material (discussion)
Tuesday, October 13, 2020					
Wednesday, October 14, 2020	21	SSM 4 Student selected material (discussion)	SSM 4 Student selected material (presentation)	SSM 3 Student selected material (discussion)	SSM 3 Student selected material (presentation)
Thursday, October 15, 2020					
Friday, October 16, 2020	22	SSM 5 Student selected material (presentation)	SSM 4 Student selected material (discussion)	SSM 4 Student selected material (presentation)	SSM 3 Student selected material (discussion)
Saturday, October 17, 2020					
Sunday, October 18, 2020					
Monday, October 19, 2020	23	SSM 5 Student selected material (discussion)	SSM 5 Student selected material (presentation)	SSM 4 Student selected material (discussion)	SSM 4 Student selected material (presentation)
Tuesday, October 20, 2020					
Wednesday, October 21, 2020	24	SSM 6 Student selected material (presentation)	SSM 5 Student selected material (discussion)	SSM 5 Student selected material (presentation)	SSM 4 Student selected material (discussion)
Thursday, October 22, 2020					
Friday, October 23, 2020	25	SSM 6 Student selected material (discussion)	SSM 6 Student selected material (presentation)	SSM 5 Student selected material (discussion)	SSM 5 Student selected material (presentation)
Saturday, October 24, 2020					
Sunday, October 25, 2020					
Monday, October 26, 2020	26	SSM 7 Student selected material (presentation)	SSM 6 Student selected material (discussion)	SSM Comparison Day	SSM 5 Student selected material (discussion)
Tuesday, October 27, 2020					
Wednesday, October 28, 2020	27	SSM 7 Student selected material (discussion)	SSM Comparison Day	SSM 6 Student selected material (presentation)	SSM 6 Student selected material (presentation)

Thursday, October 29, 2020					
Friday, October 30, 2020	28	SSM 8 Student selected material (presentation)	SSM 7 Student selected material (presentation)	SSM 6 Student selected material (discussion)	SSM 6 Student selected material (discussion)
Saturday, October 31, 2020					
Sunday, November 1, 2020					
Monday, November 2, 2020	29	SSM 8 Student selected material (discussion)	SSM 7 Student selected material (discussion)	SSM 7 Student selected material (presentation)	SSM 7 Student selected material (presentation)
Tuesday, November 3, 2020					
Wednesday, November 4, 2020	30	SSM 9 Student selected material (presentation)	SSM 8 Student selected material (presentation)	SSM 7 Student selected material (discussion)	SSM 7 Student selected material (discussion)
Thursday, November 5, 2020					
Friday, November 6, 2020	31	SSM 9 Student selected material (discussion)	SSM 8 Student selected material (discussion)	SSM 8 Student selected material (presentation)	SSM 8 Student selected material (presentation)
Saturday, November 7, 2020					
Sunday, November 8, 2020					
Monday, November 9, 2020	32	SSM 10 Student selected material (presentation)	SSM 9 Student selected material (presentation)	SSM 8 Student selected material (discussion)	SSM 8 Student selected material (discussion)
Tuesday, November 10, 2020					
Wednesday, November 11, 2020	No class				
Thursday, November 12, 2020					
Friday, November 13, 2020	33	SSM 10 Student selected material (discussion)	SSM 9 Student selected material (discussion)	SSM 9 Student selected material (presentation)	SSM 9 Student selected material (presentation)
Saturday, November 14, 2020					
Sunday, November 15, 2020					
Monday, November 16, 2020	34	SSM 11 Student selected material	SSM 10 Student selected material (presentation)	SSM 9 Student selected	SSM 9 Student selected material (discussion)

		(presentation)		material (discussion)	
Tuesday, November 17, 2020					
Wednesday, November 18, 2020	35	SSM 11 Student selected material (discussion)	SSM 10 Student selected material (discussion)	SSM 10 Student selected material (presentation)	SSM 10 Student selected material (presentation)
Thursday, November 19, 2020					
Friday, November 20, 2020	36	SSM Comparison Day	SSM Comparison Day	SSM 10 Student selected material (discussion)	SSM 10 Student selected material (discussion)
Saturday, November 21, 2020					
Sunday, November 22, 2020					
Monday, November 23, 2020	37	No class—Writing analytic essay for the final assessment	No class—Writing analytic essay for the final assessment	No class—Writing analytic essay for the final assessment	No class—Writing analytic essay for the final assessment
Tuesday, November 24, 2020					
Wednesday, November 25, 2020	No class				
Thursday, November 26, 2020					
Friday, November 27, 2020	No class				
Saturday, November 28, 2020					
Sunday, November 29, 2020					
Monday, November 30, 2020	38	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis
Tuesday, December 1, 2020					
Wednesday, December 2, 2020	39	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis
Thursday, December 3, 2020					

Friday, December 4, 2020	40	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis
Saturday, December 5, 2020					
Sunday, December 6, 2020					
Monday, December 7, 2020	RRR1	Possible final get-together	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis
Tuesday, December 8, 2020					
Wednesday, December 9, 2020	RRR2		Possible final get-together	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis
Thursday, December 10, 2020					
Friday, December 11, 2020	RRR3			Possible final get-together	On one of these days, each student will have a 12-minute, private interview to assess skill in analysis
Saturday, December 12, 2020					
Sunday, December 13, 2020					
Monday, December 14, 2020					
Tuesday, December 15, 2020					
Wednesday, December 16, 2020					
Thursday, December 17, 2020	Thu, Dec 17, 3:00 P - 6:00P	There is no final.			Possible final get-together
Friday, December 18, 2020					

9. COURSE MATERIALS AND THEIR LOCATION

9.1. Course bibliography

NOTE: The short narratives are selected by the students and, in the past, have included stories of same sex-love and stories from horror genres. When selecting possible short narratives, it is the responsibility of students to screen the material for objectional content before submitting it to me as a possible class choice. As a practical matter, there is no time for me to review all submissions and make a decision and please note that some students are better at screening than others. I will try to help you identify and work around narratives that might trigger memories and reactions of past traumatic events if you contact me with concerns. But otherwise all students are required to approach all the material—even if you strongly object to its content—with the same level of energetic analysis of its narrative elements.

All reading material for this class is required to be able to be read or viewed within one hour. That is our definition of "short narrative." In practice some are a bit long than that. However, some were as short as 3 minutes. **You will read / view between approximately 9-11 short narratives for this course.** In a previous semester, we read / viewed: 5 traditional print media short stories, selections from 4 graphic novels or the novels in full, 2 anime episodes or sections of full-length animated films, and 2 songs.

You will also read some introductory material written by me and/or selected by me.

You will also do a considerable amount of self-directed research / reading near the end of the term.

9.2. Course materials access

All material for this class is in digital form. It is either on bCourse or within a class Google folder. There is nothing to purchase.

9.3. File titles

Since I develop or update files as the class develops I use a titling system that works with that approach. The method I use tells both of us:

- A: the name of the assignment
- B: the version of the assignment

I line these up "A vB". So, for example:

"Syllabus v200806"

means "Syllabus," version dating August 6, 2020.

I usually do not bother to include the file type when I am typing file titles in various communications with you. If there is no version designated it means it doesn't matter what the version is.

10. ASSIGNMENTS

10.1. Understanding my assignment and file titles

Since I develop assignments as the class develops I use a titling system that works with that approach. The method I use tells both of us:

- A: the type of assignment
- B: the session day for which it is relevant
- C: where the assessment took place
- D: a tag to remind us of the content

I line these up "AB C D". So, for example:

"EX200627 InC Active Learning"

means "an exercise (EX) related to the class session dated June 27, 2020, in class, and which was about active learning."

InC = In class / **PreC** = Before class / **PostC** = After class

10.2. Some typical assignment types and how they are used in calculating the portfolio grade components

This is an active learning class so I ask you to work with, not just read or view, the course material. There will be things to do to prepare for a session or group meeting, things to do in a session or group meeting, and sometimes things to do after a session or group meeting related to a session or meeting.

Before class

PREP = Preparation

Submissions that help you focus your thoughts for the session and help me confirm that you have prepared for that session. While they might receive some sort of evaluation, the key grade indicator is their timely submission paired with what I observe in class or what your peers have said about how well prepared you were.

During class

ATTEND = Attendance

This tracks attendance, measuring preparation for the session, timely arrival, attentive participation during the session (including no multitasking), and remaining until the end of the session. For those who cannot attend the sessions it means timely viewing of the session and completion of the post-session assignment. So,

preparation exercises and post-class exercises are paired: you will need to do one of these but never both of these.

Attendance is used for the engagement grade and, for that grade, excused absences are not part of the calculation. However, attendance is also used for the knowledge grade and absences are absences regardless of the reason because the dialogue was missed and hearing or engaging in the course dialogue is part of the knowledge component of the course.

Q/ RC / VC = Quiz, Reading Check, Viewing Check

These are used to determine if students prepared assigned material. They can also help me take a pulse of class understanding on material presented so I can make adjustments accordingly.

EX = Exercises

These explore knowledge or develop skills. They are process-oriented, not product-oriented but that they (most) are completed, and with what level of curiosity or energy counts towards the engagement and knowledge components of the portfolio grade.

After class or meeting

PEER = Peer evaluations of various sorts.

Peer evaluations are anonymous to the person being evaluated, nor is that content ever seen by the person evaluated unless I have clearly set up an assignment to do so, which is very rare.

Peer evaluations tell me about the evaluator, not the student evaluated. A grade on a PEER assignment is on the person who submitted it, not the person or persons about whom the submitter is evaluating. So, for example, let's say the Student A came unprepared for a meeting. Student B reports, however, that the student was well-prepared. That tells me either Student B was *also* not prepared so does not know what good preparation looks like, or that Student B has not spent enough attention in the meeting to notice the lack of preparation. It can also suggest what Student B's standards are. It can also suggest to me that Student B does not necessarily communicate honestly. Conversely, detailed PEER submissions confirm that the student is well engaged, a keen observer, and probably well prepared, too. Students, like all of us, range from the "never satisfied" to the "everything looks beautiful" mentalities. I read peer evaluations with that in mind and look more for evidence of attention and interest than taking evaluations as reports of "good" or "bad" content.

Peer evaluations are one of my best ways of understanding you and what course grade is most accurate. Complete them with care.

Major assessments

MT = Midterms / FINAL = Final exam / ESSAY = Essays short, medium, or long. / PROJECTS = Projects, usually term projects

Random work to be done

OTHER = Random assignments required but not used for grade calculations except to complete them. An example would be for you to tell me what time zone you are in, or submit your profile page.

And ...

Each class will have some assignment types not listed above. Some of these are developed specifically for that class, that semester, others are assignments I have used in the past. Some of these will become important to the grade; others I will later judge do not help in understanding your mastery of the material. An example would be QA (Question & Answer). I used this as a way to explore material in a recent class but it just didn't work well. They were never used in grade calculations.

10.3. Assignments for this course, general description

10.3.1. Assignment flexibility (both in types of assignments and grading them)

Below is my initial intention with regard to assignments for this course. **This often changes** as I come to understand the dynamics of a particular class, including learnings interests, learning needs, and engagement levels, and interpersonal relationships. **Be ready to adjust as necessary.**

I develop assignments that are appropriate for a particular group with a particular learning goal in mind.

These things are always true:

- I can choose not to grade an assignment or use that grade when it seems the assessment was ineffective. I can drop an assignment type when it seems not to be working well for some reason. I can add new types, too. I will always give a 24-hour notice.
- I usually grade assignments with one of these scales: "High-A" which is a typical letter grade scale with a "High-A" added to it. "Nuanced complete/incomplete" which gives students a better sense of how they did on an assignment for an assessment that doesn't need to be as specific as a letter grade scale. And the standard "Complete / Incomplete" scale. I do not say ahead of time the type of scale to be used and sometimes I retroactively change the scale.

10.3.2. General description of the major assignments in this course

Below are the major assignments for this class, where "major" either means amount of time needed to complete it or its importance to the final grade, or both.

There are, of course, other assignments. Those that will likely be most important to the final grade are underlined. However, the engagement grade is a lead factor in the final course grade.

- The introduction to narrative elements through assigned reading and presentation by me to the class is capped with an assessment, a one-on-one interview that explores your nuanced knowledge of the elements presented.
- At the same time, students are finding possible short narratives for the class to reading/view and analyze. They submit to me those **short narrative possibilities with narrative details and a rationale for the selection.** Then a set of about 10 will be selected by me and groups formed to present that material to the class. Students will **provide the short narrative itself** (which sometimes requires editing or reformatting or other actions to make it easily accessible), **an introduction to the short narrative**, and, during one session, a

presentation of that short narrative. The other students will read/view the short narrative and **write analysis of it, following a template provided.**

- Towards the end of the semester, **students will research a selection of narrative elements and submit that research.** This is not an essay. This is a sharing of research completed, including content of it, not just a list.
- The term concludes with another series of sessions set aside for one-on-one interviews. While the first set explored your understanding of the knowledge about the narrative elements presented, this **one-on-one interview explores your skill in using that knowledge for analysis.**