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Syllabus — v210118

**EALANG 109**  
**History of the Culture of Tea in China,**  
**Japan and Korea**  
**("EA109Sp21—Tea")**

Spring 2021

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## 1. COURSE VIRTUAL SPACES

We have four course spaces. All are digital.

### 1.1. Zoom sessions (our "classroom")

Regular class sessions happen here, as do office hours and other meetings. Zoom sessions are recorded and uploaded to "Media Gallery".

## 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, as well as critical details about what needs to be done for the next session, and much else.

## 1.3. Our bCourse class site

Announcements, assignment instructions / submission portals, grade reports, most course files, and some other material. "Media Gallery" 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 work, and so on.

# 2. COMMUNICATION

## 2.1. Contacting me / meeting with me

My email is [jwallace@berkeley.edu](mailto: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 three channels:

1. Session Details (on Sonic)
2. bCourse announcements
3. In-class announcements (so distant time zone students will need to check this)

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.

## 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. Class preparation, preparation for group work, and so on, is very important and a key grading data point.

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### 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.

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### 2.3.2. Assignments that require a submission and their deadlines

Nearly all assignment submissions are through bCourse. Nearly 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. **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 60-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 can be during the very early morning hours on the day it is due (so, if you wake up even early in the morning and see an assignment due for that day, it is possible it is already too late to complete it.) This is why I usually set an 11:59PM night-before strategy. bCourse will mark it late, of course. Just ignore it.

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

When you have missed a class or could only be there for part of a class (including late arrival) for whatever reason, 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 / Grades

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### 2.5.1. Feedback on assignments

I will not work more than 50 hours a week, in order to stay more or less rested and strong in case I, or my spouse, become infected with the coronavirus. This means some assignments may take a long time to be graded, or never graded.

When I know that you need feedback soon so that you can score better, I will get that done. When I think the process of the assignment itself is the most important aspect, but the grade might not make any difference in a course grade, I might leave that assignment aside and not grade it. **In short, I modulate my grading and feedback processes with an eye on your learning and helping you earn a strong grade by the end of the term.**

I often release feedback to the group as a whole rather than to specific students. I believe that part of active learning is reading feedback that might not have applied to your specific situation but could in the future, or does already but in a more indirect

way. **Learning to creatively incorporate class-wide advice into your own thinking and projects is part of high-order learning.** When students skip such advice, I conclude that their engagement in the course is limited.

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## 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

The course considers various aspects of premodern Chinese, Japanese and Korean tea culture from a regional perspective.

- "Tea" is defined as medicinal, drink and food products that are made only with or primarily with the *camellia sinensis* plant.
- "Tea culture" is defined as tea and its relationship to the following arts and practices: cultivation and crafting techniques, "signs" (what tea and tea drinking represent as cultural objects and practices), tea-related ceramics, tea representation in literary and visual arts, tea manuals, teahouses, tea contests, and tea patronage. We analyze the mechanisms that advanced tea culture and moved tea culture. In the process we learn something about the general principles of the generation and transmission of culture as well as specific qualities of the cultural relationships among our three East Asian countries.
- Tea culture is also a part of food culture, a topic worthy in and of itself; however, it is not the focus of this course. Nor do we deeply involve ourselves in the commercial, legal, political or economic aspects of premodern tea, although these, too, are topics rich in interest.

Specifically, the class is built around the following topics and their associated questions:

- Tea basics. When and where did the cultivating and drinking of tea begin? When and where did it spread? What are the basics of tea cultivation and harvesting? How has tealeaf crafting changed over the centuries, how is it different between China and Japan, and what are the primary types of tea today?
- Tea "signs". What are the primary recurring signs attributed to tea and the drinking of tea? Are these similar in all three countries? Have these signs endured or changed across premodern eras?

- Buddhism & tea. Describe the role of Buddhism in attributing qualities to "what tea is" (both as a physical object and an act of preparing, sharing and consuming tea). Describe the role of Buddhism in promoting or advancing tea practices. How did Buddhism help spread tea culture geographically?
- War & international relations. Did war at any time have a functional role in the development or movement of tea culture? What is the "tea-horse route"? What was the relationship of Japanese tea masters to warlords? What role did the Japanese invasion of the Korean peninsula in the sixteenth century have in the development of tea utensils? How did the Mongolian and Manchurian dynasties affect tea culture? Mention other aspects of which we should be aware.
- Patronage. What role did powerful patrons have in stimulating and fashioning tea culture? Who can we describe as "powerful patrons" of tea?
- Tea manuals. What are the key tea manuals of China, Japan and Korea? How are they similar and different? What are the philosophies that appear to support each of these manuals?
- Tea & the literary arts. How has tea been represented in premodern literary works? Has this helped create or support the core tea "signs"? Does it bring something new? Show examples of literary works' use of tea.
- Tea & the visual arts. How has tea been represented in premodern painting and woodblock print? Has this helped create or support the core tea "signs"? What is the role of the visual arts in the Japanese tea ceremony? Show examples of the visual arts' use of tea imagery.
- Tea & ceramics. How has tea culture affected ceramics and how has ceramics affected tea culture? What does Japanese use of ceramics in the tea ceremony suggest of its cultural relationship to China and Korea?
- Teahouses and other venues. What are teahouses, when did they develop, how did they contribute to the development of literary and performing arts?
- Tea contests. What are tea contests, when did they develop, how did they advance or enact tea culture?
- Wabi-cha. How did aesthetic principles in Japan move from the composition of poetry to the foundational principles of the tea ceremony? How did the tea ceremony synthesize aesthetics and ethics?

## 5. COURSE PREREQUISITES

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



However, there is an important informal prerequisite:

All students must be willing to make equal effort towards mastering the material for each country in a way that it is successfully conveyed to me. The final course grade is like a three-legged stool: a passing grade requires effort and successful learning across **all** three countries—it is **not an average** of the three. Thus, if one country has been passed over, the stool fails to stand (the student cannot pass).

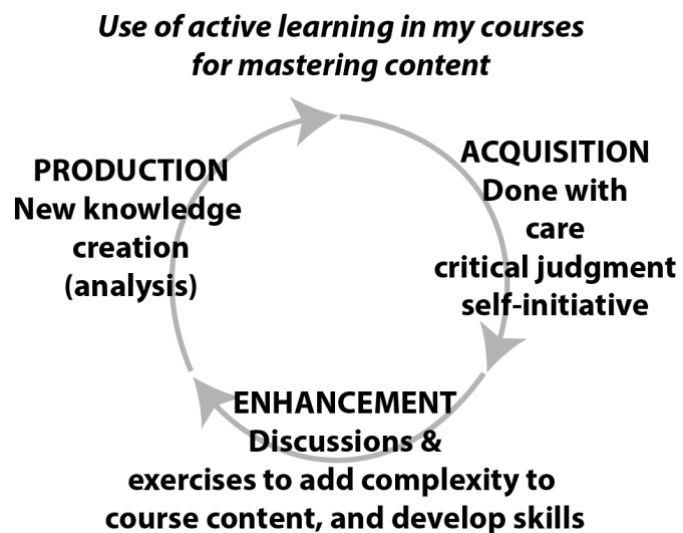


## 6. MY EXTENSIVE DEFINITION OF ACTIVE LEARNING FOR THIS COURSE

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* (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 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.

## 7. EXPECTATIONS WITH REGARD TO ATTENDANCE (Distant & Near Time Zones)

Once enrollment has more or less settled down, I will divide the class into sub-sections based on time zones. My rule of thumb is that if you are 5 hours or more away from the Berkeley time zone you should be in a distant time zone section. Berkeley is in the Pacific time zone. Currently we are in PST (Pacific Standard Time) = GMT -8. On March 14 we switch to PDT (Pacific Daylight Saving Time) = GMT -7. Use for the full semester whichever designates the *farthest* from Berkeley time.

There may be one or more sections of DTZ (distant time zones) students. Students are basically put into a section by me **but DTZ students can request to be placed instead in my NTZ (near time zones) section.**

DTZ students are expected to view each session within 48 hours of the class. Often, they will also complete and ENGAGE assignment that gives them a chance to work with the material presented.

**NTZ students are expected to attend, ontime and without multitasking and with video presence every session.**

You are welcome to schedule office hours with me to discuss why video presence is difficult for you; otherwise it is a grade negative to join without video presence.

NTZ students might be invited to complete the post class ENGAGE assignment that the DTZ students will complete, for partial credit.

This is NOT an asynchronous course.

## 8. COURSE LEARNING 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.

## 8.1. ENGAGEMENT in this course is key 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 or group meeting
- 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 learning for all**—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.

## 8.2. Knowledge to acquire

This is a details-oriented course. Most semesters most of the below are covered and tested in one way or another. Sometimes portions are passed over for one reason or another:

- The basics of the tea plant
- Basic East Asian geography in terms of features relevant to the spread of tea: mountains, rivers, oceans, urban centers, and trade routes
- Basic historical periods of China, Japan and Korea up until about 1600 (Han to Ming, Heian to Muromachi, Goryeo to Joseon)
- Traditional Chinese medicine and tea
- The role of Buddhism in creating semiotic "signs" associated with tea, and the geographic movement of tea culture
- Important tea manuals of China, Japan and Korea
- The poetic, religious, philosophical, and ethics roots of the advent of wabicha (traditional Japanese tea ceremony)
- Garden design and architecture related to the traditional Japanese tea ceremony
- Tea in literature and painting
- The basic set of semiotic "signs" that have aggregated around tea in China, Japan, and Korea
- Ceramics relevant to tea: Tang developments, Song developments, Ming developments, Japanese developments (including the influence of Korea on Japanese tea ceramics)
- Individuals important to tea: Shennong (mythical), Bodhidharma (as legend), Lu Yu, Huizong, Eisai, Myoe, Sen Rikyu, and others

### 8.3. Skills to develop

This class is not designed around the acquisition of skills in the way most of my other classes are. Obtaining knowledge is prioritized before skills. That being said, these are the skills to be developed:

- analytic work (research and deductive reasoning based on information provided) that affords significance to the topics at hand or information presented, to lead towards answers of such questions as "What are the factors that contribute to the geographic movement of tea culture?" and so on
- critical judgment with regard to "interest"—in finding objects that others will find have value when encountered (community-oriented research), elements that lead to usefulness and interest in the final product
- critical judgment with regard to "credibility"—locating and using secondary sources for developing arguments, and/or using elements that lead to credibility in the final product

## 9. GRADES (GENERAL POLICIES)

### 9.1. If you receive a grade, attend to the letter or the prose description, *ignore the points*

I do not use points or any aspect of the bCourse calculation system.

I DO use points as code for typing in a prose phrase, since the bCourse input window for grades is meant for numbers and so very small. Thus, for example on the nuanced complete / incomplete grade scale, when I type the number "2" it displays "insufficient". It does not mean you have received 2 of 10 points, nor that you scored a 20% on the assignment. It is just my way of getting prose description feedback to you within the awkward (for me) Canvas software environment.

I would just like to go on record that I don't think humanities classes work well with points and I think students over-focus on points (although they are basically forced to do so).

In my class, if you are worried about your grade, ask yourself "Have I mastered the material? Have I succeeded in conveying that to Wallace through my work and discussions with him?" Knowing whether you have learned is NOT a function of points on a test. If you don't know what you have learned, then perhaps the learning isn't quite strong enough.

Talk with me anytime about grades (not via email or message but as an office hour) although grade clarity doesn't really arrive until the end of the term since my final grades are not averages of work done but rather a total evaluation of your grade portfolio. Nevertheless, I am able to tell you in general terms how well I think you are doing.

### 9.2. 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 in our current online environment: group identity, academic integrity, and assessments (tests).

**Group identity as a learning community in which we all belong and to which we all have responsibility.** 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 group work and other projects, with the quality of that 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—there are no quizzes or tests on the calendar to motivate 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 is 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".

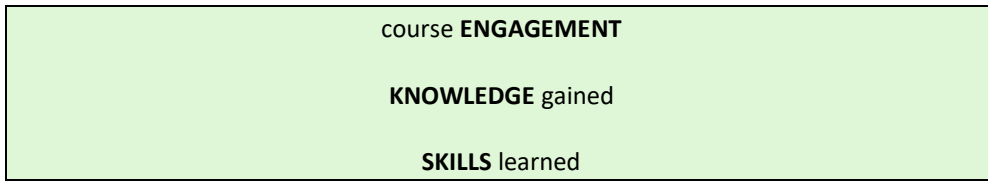
### 9.3. Explanation of portfolio grades

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:



## 9.4. "Syllabus, Part 2"

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

## 9.5. "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 factors that place a limit on how high the grade can be regardless of numerical calculations and result in "grade ceilings". I use grade ceiling at the level of assignments as well. This section only 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.

**Key assignments never completed:** This will preclude the possibility of an "A" in the course, at minimum.

**"Bottomline" assignment not completed at a passing level.** Students with the Pass/No Pass grade option are still required to do certain assignments in order to pass the class.

When they do not, the grade is NP.



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

## 9.6. Letter grades—my 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.

## 9.7. 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.**

## 10. COURSE SCHEDULE (initial version)

### 10.1. Dates of major assessments (graded events, like tests)

Because of the density of factual material, I have decided to test students with three midterms. This will have a major impact on the course, including the schedule of assessments.

Currently there are six days of one-on-one interviews with students so that I have enough time to interview each of you. However, if there is not full enrollment, this will very likely be reduced to 5 or 4 days of interviewing. If that happens, the course schedule changes significantly.

Further, **this method creates a stop-and-start rhythm to the class that you will have to remember and make space for in your planning:** "responses to modules" is significant work, within a short time frame. During those times when we cover modules you will be quite busy keeping up with the work. Then, suddenly there will be a stretch of 4 to 6 sessions where you only work will be to prepare for, and take, your interview (about 15 minutes) on one day. Since

this is a MWF class, it means that for 1.5 or 2 weeks you do not have class sessions or the preparation for class sessions.

The final exam period has been reserved in case it is necessary to have an additional round of interviews.

## **10.2. Session-to-session schedule (initial 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.

Module content will be decided as we work through the semester.

- Session 1 Wed Jan 20 — Orientation
- Session 2 Fri Jan 22 — Credibility
- Session 3 Mon Jan 25 — open
- Session 4 Wed Jan 27 — Getting to know each other
- Session 5 Fri Jan 29 — Module 1
- Session 6 Mon Feb 1 — Response to Module 1
- Session 7 Wed Feb 3 — Module 2
- Session 8 Fri Feb 5 — Response to Module 2
- Session 9 Mon Feb 8 — Module 3
- Session 10 Wed Feb 10 — Response to Module 3
- Session 11 Fri Feb 12 — Module 4
- Session 12 Wed Feb 17 — Response to Module 4
- Session 13 Fri Feb 19 — First one-on-one interview - Day 1
- Session 14 Mon Feb 22 — First one-on-one interview - Day 2
- Session 15 Wed Feb 24 — First one-on-one interview - Day 3
- Session 16 Fri Feb 26 — First one-on-one interview - Day 4
- Session 17 Mon March 1 — First one-on-one interview - Day 5
- Session 18 Wed March 3 — First one-on-one interview - Day 6
- Session 19 Fri March 5 — Module 5
- Session 20 Mon March 8 — Response to Module 5
- Session 21 Wed March 10 — Module 6
- Session 22 Fri March 12 — Response to Module 6
- Session 23 Mon March 15 — Module 7
- Session 24 Wed March 17 — Response to Module 7
- Session 25 Fri March 19 — open
- Session 26 Mon March 29 — Second one-on-one interview - Day 1
- Session 27 Wed March 31 — Second one-on-one interview - Day 2
- Session 28 Fri April 2 — Second one-on-one interview - Day 3

Session 29 Mon April 5 — Second one-on-one interview - Day 4  
Session 30 Wed April 7 — Second one-on-one interview - Day 5  
Session 31 Fri April 9 — Second one-on-one interview - Day 6  
Session 32 Mon April 12 — Module 8  
Session 33 Wed April 16 — Response to Module 8  
Session 34 Fri April 19 — Module 9  
Session 35 Mon April 21 — Response to Module 9  
Session 36 Wed April 23 — Module 10  
Session 37 Fri April 26 — Response to Module 10  
Session 38 Mon April 28 — Third one-on-one interview - Day 1  
Session 39 Wed April 30 — Third one-on-one interview - Day 2  
Session 40 Fri May 3 — Third one-on-one interview - Day 3  
Session RRR 1 Mon May 5 — Third one-on-one interview - Day 4  
Session RRR 2 Wed May 7 — Third one-on-one interview - Day 5  
Session RRR 3 Fri May 11 — Third one-on-one interview - Day 6  
Session Final Tues May 11 — Final Exam Period 7-10PM

## 11. COURSE MATERIALS

### 11.1. Course materials access

All material for this class is in digital form and is either on bCourse, within a class Google Drive folder or available as a link. There is nothing to purchase.

### 11.2. Understanding my 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 v210106" means "Syllabus," version created January 6, 2021.

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.

## 12. COURSE ASSIGNMENTS

### 12.1. Understanding my assignment 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

You might also see small letters after the initial numbers that indicate if it is for distant time zone students, or students who were absent or both. ("dtz" means the assignment is required of all distant time zone students and "ab", if part of the tag, will indicate that it ALSO includes certain students who were absent.)

### 12.2. Assignment types

As I add assignment types to the class, I will put the description on a page in the "Administrative Stuff" module since different types are graded differently and have substantially different impact on your final course grade. This will be less cluttered than listing here all the possible types of assignments I may or may not use.

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

The next section outlines 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 (I do not say ahead of time the type of scale to be used and sometimes I retroactively change the scale):
  - "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.
  - The standard "Complete / Incomplete" scale.

## **12.4. Description of the major assignments and assessments in this course**

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### 12.4.1. Modules

This class is built around modules that I will make. Working with the modules represents the core work of this class. There are no essays to be done and the midterm and endterm interviews are also based on these modules and the work you do for them.

These modules will take a specific topic about tea culture and have any or all of these elements:

- My notes
- My in-session lecture
- Academic articles to read
- PowerPoints to view
- Video or film to view
- A miscellany of other materials
- Student contributions

### 12.4.2. Student contributions to modules

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Student contributions is multi-step and somewhat time intensive. The module submissions carry greater weight in terms of the course grade than the interviews so this should be your best work.

1. Before the lecture session, **read or view** the assigned material.
2. **Attend (or view)** the lecture session, ask questions.
3. Conduct research on the topic and **submit** a candidate for inclusion into the module. This submission will be my best way of determining your final course grade element having to do with credibility.
4. Your submission, with your name removed, is **reviewed by your peers** (anonymous to you, but not to me) who will a) check your source (and that of several others—so there are multiple reviews for each submission) to determine whether it was a "fair and accurate" (over-the-shoulder rule) use of the source, b) will rate it and the source on which it is based in terms of credibility, and c) will also rate it in terms of interest and value brought to the module. NOTE: 1 If the reviewer is concerned either about accuracy or credibility, I, too, will check. Low credibility leads to a lower grade for the submitter. Accurately identifying low credibility can be a grade plus for the reviewer. NOTE 2: The *reviewer* is graded for the quality of the review. The submitting student's grade is not affected by the reviewers rating comment except that there is a bonus for being selected by me for inclusion in the module and my decision is based, in part, on peer comments.

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### 12.4.3. Interviews

Modules change somewhat as I accept and incorporate student submissions. These revised modules are what will be tested during the interviews.

During the interview, I might ask from any portion of the several modules to be covered, or something about your sources that go BEYOND what was used. In other words, you need to read your sources somewhat extensively, not pull a fact or quote, as you might be asked about the article's thesis, or other issues that relate to the work as a whole.