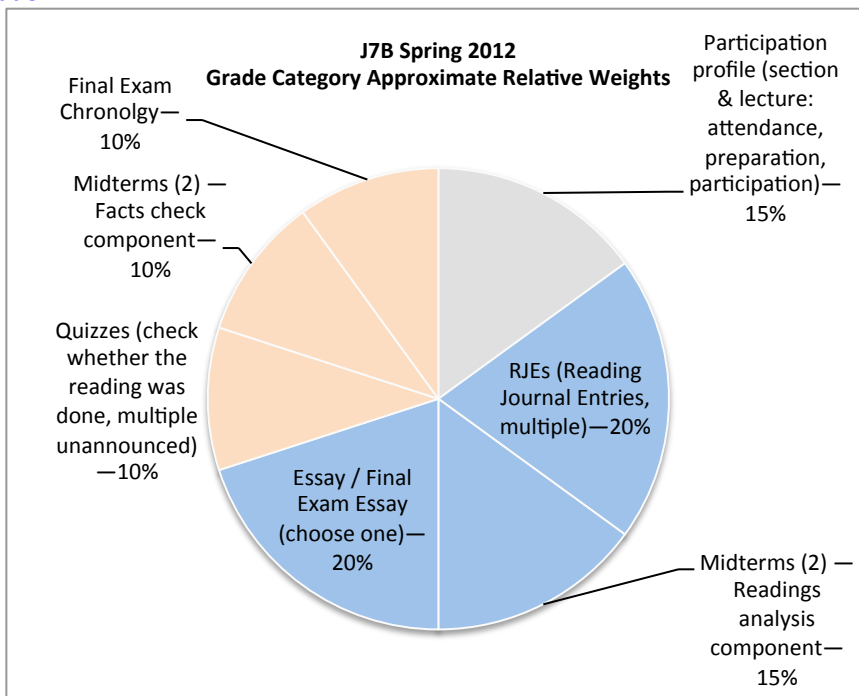


Course description (syllabus) & other information

Course title: Japan 7B — Introduction to Modern Japanese Literature & Culture
Semester: Spring 2012
Instructor: John R. Wallace (Dwinelle 3409, office hours and how to email me on *Announcements Page*)
Meets: T&Th 11AM–12:30PM (confirm class location at [Online Schedule of Classes](#))
Grade categories with percent of course grade:

Participation profile (section & lecture: attendance, preparation, participation)—15%
RJEs (Reading Journal Entries, multiple)—20%
Midterms (2) — Readings analysis component—15%
Essay / Final Exam Essay (choose one)—20%
Quizzes (check whether the reading was done, multiple unannounced)—10%
Midterms (2) — Facts check component—10%
Final Exam Chronology—10%



Gray: participation; blue—mostly based on having done the readings and thinking analytically about them; tan—mastery of course content (facts)

Please note ...

This syllabus contains critical information about course content, procedures, policies and grade calculations. It covers the material that is unlikely to change during the term. Other details are on the web pages. I suggest you read this syllabus carefully and review it once or twice during the term. I assume that you understand its content so please contact me if you don't. This document is "live" throughout the term although it is not mentioned as often at the web pages.

In this syllabus are statements that influence your grade. While you should read this document in full, I will list here a few of the items that are not "intuitive" for a class approach and which have significant impact on your grade, or are frequently misunderstood by students:

- ◆ Announcements: I do NOT make all relevant announcements in class, even important ones. Visit the *Announcements Page* frequently.
- ◆ Academic honesty is important to me. Please read my Web page on this by the end of the first week and always keep those principles in mind. Please act honorably in class.
- ◆ Students who attend regularly, are attentive while in class (section & lecture), and avoid multitasking during class (section & lecture) generally receive better grades even if one can perform very well on the exams.
- ◆ I have "bright lines" for submission times: if something were due at, say, 1PM, if it arrives at 1:01PM it is late.
- ◆ Skimming instructions, schedules and such can hurt your grade. I sometimes have very specific instructions either for pedagogical reasons or file management at my end.

- ◆ Correct subject lines in emails are critically important (see below).
- ◆ Grades are reported as a number, not a letter, where A = 12, A- = 11 and so on. On bSpace, 11/12 does not mean you got 11 out of a possible 12 points and it has nothing to do with percentage points. It means the letter grade is an “A-”.
- ◆ Note my treatment of extra credit activity stated in the grade category descriptions. Most general extra credit has value only if you are already fully engaged in the class and general extra credit never substitutes for weak performance on regular assignments.
- ◆ Critical analysis is important. Avoid placing your hope for an “A” on finding, organizing and delivering information, even when done well. Grade weights and rubrics are designed so that if you are very good at information but weak in analysis your grade gravitates towards the B band.

Communicating

How to reach me

Office hours: Please use the link on the *Announcements Page*.

My office is **Dwinelle 3409**.

My email is jwallace@berkeley.edu.

- ◆ ALL emails for this class should follow this subject line template (note the underlines!):

J7B_assignmenttag_LASTNAME_classname keyword

“Assignment tags” are given by me in various instructions, at the time of submission. “Classname” is the name you will use in class. Often it is your first name but some have a nickname they use consistently or a conversion of a Chinese, Japanese, Korean name, whatever. You tell me this name at the beginning of the term and it is what I memorize. “Keywords” are always one word (or multiple words crammed together with not spaces) and often have odd spellings, so that a computer search doesn’t grab tons of possibilities.

See Home Course Page sidebar “OH & EMAIL” me for more information, etc.

- ◆ I usually do not check email after 9:30PM.

This class uses two web sites (www.sonic.net/~tabine & bSpace.berkeley.edu) for announcements, schedules and materials access

This class uses a primary and secondary Web site. Below is a table explaining what material is where. (Off-campus individuals following my class via podcast, please email me. I might be creating a special site for this group since you do not automatically have access to the bSpace site):

PRIMARY	PRIMARY	SECONDARY
<p><i>Announcements Page</i></p> <p>—www.sonic.net—</p> <p>ALWAYS START HERE</p>	<p><i>Course Pages</i></p> <p>—www.sonic.net—</p>	<p><i>(materials that require restricted access)</i></p> <p>—bSpace—</p>
<p>announcements</p> <p>links to course pages</p>	<p>sidebar: class policies, syllabus, assignment & test information, links to other Web site, etc.</p> <p>main window: class schedule</p>	<p>course materials (texts, vocab glosses, sound files, powerpoints, etc.)</p> <p>unofficial grade postings*</p> <p>*If I have posted a grade to bSpace then for whatever reason changed the grade, the new grade will almost never appear on bSpace.</p>

Class announcements (Announcements Page: <http://www.sonic.net/~tabine/aa/calcrses/annc/annc.html>)

Where to look for announcements?

In the days and weeks before class begins, I might contact the class using the message tool on bSpace. These emails will go to enrolled and waitlisted students. At some point I “hand-off” announcements to my *Announcements Page* Web site with a class-wide email that says so. **The student now needs to navigate regularly to that Web page to read announcements. There will be no emails except under special circumstances.** After class stops meeting but until grades are submitted, I continue to use the *Announcements Page*. Once I submit grades, I will soon begin using bSpace again to notify students if any additional announcements have been made. There will again be a “hand off” announcement indicating this.

Announcements Page Web Site

- ◆ **Please check the Announcements Page frequently** beginning a few days before the start of the course until the end of finals week.
- ◇ I will not introduce changes in what needs to be done for a class in the 24 hours prior to the class. However, I often upload shortly before a class (in the last few hours ahead of class), as I prepare to teach that session, additional information or web links that might be helpful for a class session.
- ◆ **Remember to refresh your browser** to insure you are seeing the updated version of the page on my Web site.

Class sessions schedule & content, deadlines (Course Home Page)

- ◆ **See: Announcements Page.**
- ◆ **Please DO NOT download the Course outline or individual schedule pages.** There are two problems with doing so:
 - ◇ You might miss grade-relevant, and other important announcements mentioned only on the Announcements Page.
 - ◇ The schedule pages change during the term. For example, I often add notes to sessions after they are complete that might help in preparing for exams.

Course materials (bSpace)

All material for this class that is not listed for purchase is provided as digital files, usually via bSpace. Please respect copyright laws. **Note that many students have reported difficulty downloading some of my pdfs from bSpace when they are using Chrome (the browser).** Course materials specifics are listed below.

General policies

On the sidebar of the Course Home Page are links to my policies about

- ... my efforts to be “green” in class operation (including an invitation to contact me if my policy is hindering your learning experience),
- ... laptops use in the classroom and all other types of multitasking (**prohibited**), and
- ... **academic honesty** (extensive page of definitions, explanations, examples, penalties mostly related to plagiarism and the accurate and fair use of research material).

Please read them; some of the information there affects your grade.

A note on academic honesty

I am very attentive to issues about plagiarism and other forms of academic dishonesty. **All students are expected to read carefully my full statement on these issues.** Access the Academic Honesty page through the Course Home Page sidebar. The academics honesty page is long, for a web page. **Please read it in full by the end of the first week of the term.** Ask questions. **After a week I will assume you are fully aware of, and have understood thoroughly, its contents.**

Accommodation for students with disabilities

If you need accommodations for any physical, psychological, or learning disability or if you want me to have emergency medical information, please email me, or speak to me after class or during office hours.

Course content & goals

This class explores Japanese literature and the cultural contexts within which it was written, from the Meiji Restoration of 1868 through the post-war Shōwa period. In so doing, we encounter the ideas of some of the major literary figures of modern Japan. We read approximately seven novels, a few short stories, some poems, and screen one film. Time permitting, there are multimedia presentations on relevant to the books we are reading and other cultural aspects of modern Japan. By the end of the class, the student will have read some of the best writings of modern Japan, as well as consider some of the major social and cultural characteristics of it.

This class has both a lecture and discussion periods. However, I often ask questions of students during the “lecture” sessions and the student should not expect to have a passive, anonymous presence in the room. Discussion sections are for exploring the works assigned and related information. There are no essay workshops or test reviews during any of these sessions.

Course prerequisites

This class has no prerequisites.

Course materials

Much of the assigned reading is available at [Analog Books](#) (1816 Euclid Ave. @ North Gate, tel. 843-1816). I encourage you to consider supporting a fine local bookstore. Used copies of our books can sometimes be found locally or over the web. Also, all of these books, I believe, have been placed on reserve. The books, in the approximate order that we read them, are:

author LASTNAME Firstname	translator	title
SOSEKI Natsume	Edwin McClellan	Kokoro Note: this translation is available in full as a legal online version. Google “Kokoro online”—it is the ibilio.org Web site
KAWABATA Yasunari	Edward G. Seidensticker	Snow Country
TANIZAKI Jun'ichirō	Edward G. Seidensticker (Makioka Sisters); Anthony H. Chambers (Naomi)	The Makioka Sisters OR Naomi COME TO CLASS FIRST
DAZAI Osamu	Donald Keene	The Setting Sun *Beware very cheap used versions of this work that can be bought online. I have seen printings with some blank pages and printings with some upside-down pages.
MISHIMA Yukio	Ivan Morris	The Temple of the Golden Pavilion
ABE Kōbō	E. Dale Saunders	Woman in the Dunes
ENCHI Fumiko	Juliet Winters Carpenter	Masks
IBUSE Masuji	John Bester	Black Rain
OE Kenzaburo	John Nathan	A Personal Matter
MUAKAMI Haruki	Jay Rubin	After the Quake

Aside from these books, there will be some other readings of short stories and poems. They will be provided as pdf files.

Grades

General comments

- ◆ Students are always welcome to discuss with me concerns about grades. **If you use the course number at the beginning and “gradeissue” as a keyword in the email subject line your emails will be reviewed again before assigning a final course grade, so I recommend this.** (Keywords are irregular word strings I request to be put in emails so that later I can use them as a search term. This is explained in my comments on emailing me, found through the Course Home Page sidebar.)
- ◆ “Curved,” when used by me below or in class, means that while I start off with standard cutoffs for letter grades (listed below in this syllabus as “Start point in defining cutoffs ...”), I often adjust these for particular tests or quizzes. The intent is not to create a “bell” curve, but rather to make a grading profile for a particular graded activity that takes into account the difficulty of the activity, how well I think students should be able to perform, and how students have actually performed.
- ◆ **Some grades are reported to bSpace**, though this report might be several sessions after the grade is determined. bSpace

is NOT the official grade book record. Also, **when I have discussed a grade with a student and changed it, these changes are almost never uploaded to bSpace.** (It is time inefficient to upload grades on an individual basis.)

- ◆ **All grades in all categories are either originally in or converted to a 12-pt scale where A = 12, A- = 11 and so on.** (See the charts at the end of this document.) This is also the way grades are communicated. To tell a student that s/he made a 12 on an assignment is to say that s/he received an “A”. Test grades might initially have a raw and/or percent score but this is curved and given a letter grade and it is the letter grade, not the raw score or percent that counts towards the final grade.
- ◆ **Travel plans:** Students often schedule travel plans very close to class sessions. I do not consider missed flights, delayed or cancelled flights or inexpensive tickets to be excusable reasons for absences. I take our class sessions very seriously and hope you will, too. **I understand that students have various summer activities planned. The material covered in class can rarely be captured via just written notes. Keep that in mind when planning your summer. Also, I may or may not offer makeup opportunities for exams (the default is not to offer).**
- ◆ **Leaving early or arriving late because of midterms in other classes:** I do not consider this a valid reason for missing part of the class. I do have sympathy with a student’s desire to arrive early to a test room or when a test runs overtime. However, this explanation is so frequently abused that it is difficult to sort out those who legitimately need to do this and those who do not. Therefore, please email me ahead of time if possible and perhaps we can work something out.
- ◆ **I consider the final exam period a firm date.** Please do not ask to take an exam early because you have travel or moving plans. (This is a general statement, some of my classes do not use the final exam period.)
- ◆ **I basically never give incompletes in a class.**

About “graded activities” & “grade categories”

By “graded activities” I mean anything you do for the class that is given a grade. This includes attendance, class participation, quizzes, tests, written assignments, and so on.

I group graded **activities** under several **categories** to provide an overview of the type of work expected for the class and to create relative grade values for this work. I assign a higher percent of the final grade to activities that are a) closer to the core mission of the class and b) reflect the amount of time and effort required of the student for that category. For example, in some of my classes, class participation is around 10% of the final grade while in others that are closer to seminar style it is 40% of the final grade.

How the grade for a category is calculated is stated on this syllabus while the rubric used to determine a grade for a particular activity is on the Course Home Page sidebar. Therefore, information on how I determine grades is split over these two places.

I regularly “curve” graded activities. For example, in the case of tests, I usually first determine a percent correct, then draw borderlines/cutoffs for the various grade steps based on overall class performance. I do not try to create “bell” curves; they look more like a playground slide. The steepness of this curve is a result of thinking over how successful I was in creating the type of test I wanted to give and what I think is a reasonable expectation of performance. The *start point* for this thinking is in a chart towards the end of this syllabus.

I rarely adjust a student’s category grade. However, if, for example, there had been a graded activity category of quizzes and I had intended to give five or so but ended up giving only three and if a student missed one due to illness and I did not offer a makeup opportunity, I might conclude that the mathematical average for the category is not a fair reflection of the student’s performance. I might adjust the category grade at the end of the term, giving more weight to the two quizzes successfully completed.

Since nearly all grade adjustments are done at the level of graded activities and therefore part of the reported grade, a student can determine his or her category grades and can therefore *estimate* a final course grade. The student can generate various final grade scenarios by using the **“Grade estimator” link on the Course Home Page sidebar**, when provided. This Excel document is usually linked to the Course Home Page sidebar.

Please show some restraint in asking me to project a final grade for you towards the end of the term. (Basically I like all grade issues to be discussed in person. However, I understand that there might be times when this is not workable.) I will speak only in general terms, so if your question is, for example, whether I think you will get an “A” or an “A-”, I can’t answer that question. (This is true for P/NP students, too, when they are close to the borderline.) Also, if you are just curious, please wait for the reported grades. That being said, there are situations when such questions are legitimate. Please include **“gradeissue”** in your subject line. If I do not answer your email it either means that I don’t think your situation warrants an answer or I am simply too busy to do so. I will give it serious consideration and respond as quickly as possible if appropriate. However, please remember that it will not be entirely accurate since there are many calculations involved in the final weeks, including balancing your performance against that of other students after all grades have been calculated (usually something that happens in the last 48-72 hours before grade submission). Estimating an individual grade before I have entered into the phase of considering the class as a whole is a time-consuming process

since it is not just a matter of running numbers.

Brief description of graded activities for this class (details on the Course Home Page sidebar)—for grade category weights (for final course grade) see the top of this document

Grade category—Participation

“Participation” is an umbrella grade that I give the student at the end of the semester that includes preparation for the class, attendance, attentiveness and engagement in *both* section discussions and lecture periods. It is based on your GSI’s report to me and my own observations. “Participation” means, for this class, preparation of the material ahead of class, regular attendance to lecture and discussion session, attentiveness during lecture and discussion sessions, and active participation in discussion sessions. (I sometimes ask students questions during lecture, but students can “pass” if they wish. However, contributing to lecture discussion is a plus.)

The GSI report is key. It includes attendance records (including late arrival, early departure, multitasking comments), comments, and a provisional letter grade. **Attendance means attendance to your assigned section. You will receive no credit for attending any other section.** Early in the term your GSI will give to you, in writing, his or her expectations for participation. (Make sure you have this document.)

While the GSI report is key, **the final participation score is assigned by me.** I rely heavily on the information reported to me, and I might discuss your case with the GSI, but the final participation grade includes my own observations.

I define participation in broad terms as being thoughtfully engaged in the assigned readings, attentive listening to lecture and the comments of other students, and contributing to discourse in class for those who choose to do so. Therefore participation happens both in and out of class.

Always avoid multitasking in discussion section and lecture. This is particularly true when video material is being presented, or during student presentations, if any.

Grade category—RJE (Reading Journal Entries)

RJEs are short written assignments about an assigned reading(s). They are submitted via email and once again as one long document at the end of the term. There are quite a few of them during the term.

How the category grade is calculated: The category grade is the average of all scored RJE. If you fail to submit, your score is “zero”. Other details about how RJE are graded are on the Web site. **BUT, an important final note: You can submit up to two RJE that simply have the content “Pass on this one”. It must be submitted on time and following the usual instructions.** This exception to the rule is part of two elements in the grading scheme to give you some flexibility on when to finish the course readings. Of course the work will still be tested on exams.

Expectations: submit on-time and according to the instructions of all RJE. RJE should not take more than 20 minutes to write unless you are interested in putting in more time.

Grade category—Quizzes

These quizzes are simple multiple-choice questions that one should be able to answer easily if the reading was done. Quizzes begin promptly at the beginning of the hour. They are unannounced. There will be several of them.

How the category grade is calculated: It is the total points you accumulate over the term. See the Web page for details. If you miss a quiz you receive a “zero” since they cannot be made up. However, the grading scheme for quizzes is designed so that if you miss *one* quiz or if you are just not very strong at timed, multiple-choice PowerPoint slides, you will probably receive a “B” for this grade category and the overall weight is such that if you are otherwise doing well in class this should not make a significant difference in your final grade.

Expectations: See the Web page for specifics but, as a general statement, I will quiz very basic information that would be easy to recall if you have read the work in some mode other than rapid skimming or obtaining web-based summaries.

Grade category—Midterms

There are two in-class, non-cumulative essay tests, near the middle and at the end of the term.

How the category grade is calculated: It is the average of the two exams.

Expectations: The ability to work analytically with the information provided in class and the content of the reading assignments. Production of accurate information is also rewarded. You should study several hours for a midterm because they cover a large number of class sessions and reading assignments.

Grade categories—Choice One: Part A & B of the Final Exam; Choice Two: Part A of the Final Exam plus essay overall score

The final for this class is in two parts. Part A tests facts presented over the term. It is comprehensive and closed book. Part B asks for analysis of ideas and readings presented during the term. It is open book but no laptops or other networked devices. All students must take Part A of the final but it is possible to choose ahead of time to write an essay that substitutes for Part B of the exam. Details about how to make this choice and what is required for writing an essay is on the Web site.

How the category grades are calculated: Part A of the Final Exam is one category and it equals the letter grade given to that part of the final exam. Part B of the Final Exam **OR** the essay overall score is one category and it equals either the letter grade given to that part of the final exam **OR** the overall score on the essay. Essay scoring details are on the Web page.

Expectation for the final: This is a cumulative test that will probe fairly deeply into the facts presented over the course of the term (Part A) and will ask for your analysis of course content (Part B).

Expectation for the essay: See Web pages. However, bottom-line expectations are academic honesty, on-time submission, and reasonably good effort at locating quality academic resources and using them to improve the content of your essay. Topic possibilities are broad, however the final form is a standard academic essay of medium length (around 1,600 words, five pages) with analytic content.

The test questions and essay expectations have some linkage: I expect the analysis in the exam to be similar to analysis in an academic essay.

Grade category—Extra Credit (on tests and such), Major Extra Credit (additional, substantial assignments), General Extra Credit (little things that you do), “A+” as course grade, and “gradeissue”:

I use three types of extra credit in my classes.

- ◆ The first is a type you are used to encountering—on assignments and tests where students are given the opportunity to answer more challenging questions or include information beyond the usual expectations of the assignment. This type of extra credit influences directly the grade on the assignment.
- ◆ The second type also a type you sometimes see, I think: extra assignments that include a challenge of some sort. I call this “Major Extra Credit” and identify the assignments as such. Completing Major Extra Credit in **excellent form** will change your final grade cutoff lines from n.5 to n.3. (Whereas in a usual scenario you must have a course final grade of 11.5 to round up to a 12, an “A”, for the class, under this scenario, your grade is rounded up to an “A” if you have 11.3 or higher.) Completing Major Extra Credit in **good form** will change your final grade cutoff lines from n.5 to n.4. (Whereas in a usual scenario you must have a course final grade of 11.5 to round up to a 12, an “A”, for the class, under this scenario, your graded is rounded up to an “A” if you have 11.4 or higher.) Completing Major Extra Credit **mechanically as if only done for the course grade** will not change your final grade cutoff lines. Some of my courses do not have major extra credit opportunities.
- ◆ The third type of extra credit is something more ineffable and you probably have not had this as an explicit grade category in your classes although I imagine it does work behind the scenes in some of your classes. These are little things that you do that indicate an enthusiasm for the class, or more than the usual attentiveness to assignments, or acts that help the teaching environment. This might be web links you find that are of special value, or an extended comment you send by email about something that interested you, or finding an error in my Web site or other instructions. I acknowledge these things with an email that includes the keyword “**extracredit**”. **This type of extra credit is only valuable if, one the whole, you seem to be participating very well in the class. It cannot replace assignments. Indeed, it might work against you if I conclude that you are only interested in your grade and believe the extra credit can substitute for work on the regular assignments. This is an opportunity to show enthusiasm and share ideas and help others, not polish your grade although, indirectly, it does have that effect sometimes.**

At the end of the term: In the gradebook, there are columns directly next to the final grade box. They list details for extra credit,

various grade issues you have discussed with me (that have the gradeissue keyword in the subject line, no others), and notes I make during the term about you, such as multitasking during class, or special circumstances). After the grades are calculated the first time, I consider these issues.

I consider giving one or two “A+”s in a course. Extra credit is usually necessary to qualify being considered for this, and the content and quality of the extra credit is definitely a factor in choosing among students who are on the short list. I do not assign “A+”s strictly based on the highest final grade score.

How grade categories are weighted for the final course grade

Please refer to the top of this syllabus.

Table: Equivalents of 12-pt scale numbers to letter grades

When a “12-pt scale” grade is reported on bSpace or elsewhere, the letter grade equivalent to that number is:

13 / A+	10 / B+	7 / C+	4 / D+
12 / A	9 / B	6 / C	3 / D
11 / A-	8 / B-	5 / C-	2 / D-
			0 / F

Table: Conversion of 12-pt scale course average to letter grades for the final course grade

At the end of the term, the 12-pt scores for each grade category are calculated together, according to weight, for the final grade. That mathematical result is then rounded to the nearest letter grade step. In other words, an 11.50 is rounded up to 12 while an 11.49 is rounded down to 11, and so on. Below are the cutoffs for each final course letter grade.

Course 12pt average	letter grade reported to the university	Course 12pt average	letter grade reported to the university	Course 12pt average	letter grade reported to the university	Course 12pt average	letter grade reported to the university
When given, usually highest 1-2 class averages, with general EC taken into consideration	A+	≥ 9.5	B+	≥ 6.5	C+	≥ 3.5	D+ (NP↓)
≥ 11.5	A	≥ 8.5	B	≥ 5.5	C	≥ 2.5	D
≥ 10.5	A-	≥ 7.5	B-	≥ 4.5	C- (P↑)	≥ 2	D-
						< 2	F

Table: Start point in defining cutoffs for grades when “percent correct” is the criterion used to determine a letter grade (multiple-choice tests and such)

≥ 100	A+	≥ 86.5	B+	≥ 76.5	C+	≥ 66.5	D+	< 60	F
≥ 93	A	≥ 83	B	≥ 73	C	≥ 63	D		
≥ 90	A-	≥ 80	B-	≥ 70	C-	≥ 60	D-		