last updated: Wednesday, August 21, 2019

Syllabus — Version 1

J120
Bungo

(Officially: "Japan 120: Introduction to Classical Japanese")

Fall 2019

Instructor: John R Wallace

Our class meets **MWF, 9:10 AM-10:00 AM** in 122 Barrows.

Our digital classroom has three spaces:

1. My public website, called "**Sonic**":

   Top page for office hours, what to prepare, and the daily events of class: http://www.sonic.net/~tabine/

   Be familiar with the contents of "Course syllabus and daily session details" and "Syllabus, Part 2"

2. **bCourse** — for announcements, materials, assignments, and grade reporting 3. our course **Google Drive folder(s)** @ J120Fa19 (G-Drive shared for viewing) AND J120Fa19 (G-Drive, shared and editable) — *requires invitation from me, usually enabled after course registration settles, sometimes never created*

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1. Prerequisites

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

2. Course content

We will study the grammar of premodern Japanese (文語、ぶんご), beginning with an introductory segment of the class on its basic principles, then working with selected readings starting with 19th-century (Edo period) material and working our way backwards, to end with texts in the 10th- or 11th-century (Heian period). We read only prose works in this course, although a few poems will be included in those prose passages or for examples. At the end of the term there is a brief introduction to hentaigana / kuzushi-ji (変体仮名・くずし字).

3. Learning objectives

3.1. Knowledge

By the end of the course students know:

- the basics of premodern orthography (旧仮名遣い)
- the basics of onbin (音便),
- basic word classification,
- the six inflections (活用) of inflecting words (用言),
- meaning and nuance brought to the sentence by auxiliary verbs (助動詞),
- meaning and nuance brought to the sentence by particles (助詞),
- structures of phrases (what modifies what) and sentences (what the clauses are and how they are connected),
- some miscellaneous grammar rules and special usage of words, and
- a little bit about handwritten Japanese of premodern manuscripts.

3.2. Skills

The skills developed in this class include:

- the ability to make correct breaks between words,
- the ability to use grammar charts and online kogo dictionaries (not modern dictionaries) and your learned knowledge to identify the correct auxiliary verbs and particles,
- to ability to think grammatically rather than intuitively, to attain reading accuracy by understanding the structure of a sentence and how its components relate and the nuance that auxiliary verbs and particles bring to the sentence, and
- when appropriate, the ability to avoid deploying known modern definitions for premodern words.

4. Relative weights of the three portfolio grade components

The assessments of various activities in which the students will engage during the term are used at the end of the term in multiple ways to determine grades for these three areas:

1. **KNOWLEDGE** gained
2. **SKILLS** learned
3. course **ENGAGEMENT**

The relative weight for this course is: **Knowledge-30%, Skills—30%, Engagement—40%**. This means that even if you are unable to fully develop the complex skill of reading premodern Japanese at an introductory level as assessed at the end of the term, if you prepare well, attend regularly, and try to memorize the various terms along the way, you can still score very well in this class. The grade structure rewards consistent effort.

The final course portfolio KNOWLEDGE and SKILLS grades are an assessment of the student's progress in terms of the learning objectives outlined earlier in this syllabus. The ENGAGEMENT portion considers the below:

- regular on-time attendance that is attentive and free of multitasking
- mastery of the course lexicon (grammar terms, auxiliary verbs, particles)
- energetic completion of all assignments, especially preparation assignments

5. Frequently used assignments and assessments

5.1. How they relate to the three portfolio grades

Activity or assessment	(tag)	Knowledge	Skills	Engagement
Record of on-time, attentive, attendance	ATTEND	attendance supports this grade		key to this grade
Exercises to practice content	EX	(important in developing knowledge)	(important in developing skills)	rate of on-time and in good form submissions key to this grade
Flash Card Quizzes	FC-Q	key to this grade		
Quizzes	Q	key to this grade		
Preparation as measured by Google Form submissions	P-GF			key to this grade
Preparation as measured in class	P-IC			important to this grade
Test that happens during finals week	FINAL	important to this grade	key to this grade	
"General EC"	GenEC	taken into consideration when appropriate (depends on content)		taken into consideration
In-class observation by me		important to this grade	important to this grade	key to this grade

5.2. Assignment titles

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

For example:

"EX181205 InC Active Learning"

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

type of exercise - date - location - descriptive tag

6. Assignments for this course

6.1. Attendance (ATTEND)

On-time, attentive attendance that is free of multitasking is a key component of the ENGAGEMENT component of the final grade portfolio. You should attend class. When this is not possible, **be sure to complete the appropriate Google Form**. I read this at the end of the term and will consider whether attendance should be adjusted in some way.

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

6.2. Exercises (EX)

Exercises will be frequent. They are used to review knowledge, develop knowledge through discussion, and learn or practice skills that will later be assessed. Exercises are low risk assignments. They are graded, but the grade is usually a feedback grade. However, whether they are complete or not, (in time and in good form) is indeed part of the ENGAGEMENT grade. All assignments should be done with care. Missed assignments due to absences or not submitted before the deadline cannot be made up.

6.3. Flash card quizzes (FC-Q)

As we go through the term, we will learn many grammar terms, auxiliary verbs, and particles. These will be randomly tested nearly every session, in a cumulative way (not just those to be learned for that session). Testing will be done in a variety of ways. Sometimes you will answer on paper, other times I will call your name and you will answer for the class. As terms are encountered and learned, you are expected make your own flash cards. From time to time I might ask to see them, and assess them.

6.4. Other quizzes (Q)

There can be, at any time, brief, unannounced quizzes to assess assigned content.

6.5. Preparation as measured by Google Form submissions (P-GF)

It is likely that there will be sentences for which you will complete grammar notation through a Google Form. This is linked to how you will need to identify the components of a sentence for the final exam.

6.6. Preparation as measured in class (P-IC)

There is nothing to submit for this type of assignment. I might ask you questions in class, or observe your work within a small group, or consider how you have completed an exercise, all to get a sense for how well you prepared (which is different from mastering the material—this is primarily an "effort" assessment).

6.7. Final Exam (FINAL)

The final exam will ask you annotate and provide accurate, nuanced meaning of premodern passages you have not seen before, using the knowledge you have learned. You will be given the passages, grammar charts (you cannot use your own), and any vocabulary that you would not be expected to know. Otherwise the test is closed-book, no devices. It will take the full three hours. There is a "Pre-Final Exam" that will not affect your grade but will give you a sense of what you might score, and which will help you understand what the test will look like.

6.8. Extra credit (EC) opportunities

6.8.1. General EC

See "Syllabus, Part 2."

7. Schedule (initial version)

7.1. Test dates (with relevance to portfolio grade in parentheses)

- At any time — Flash Card Quizzes, other Quizzes (KNOWLEDGE)
- November 25 — Practice Final Exam (not graded, but the Final assesses SKILLS)
- December 19 — Final exam (SKILL)

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

Session Details or a Google Sheet in our Google course folder will be the official schedule.

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

Wednesday, August 28, 2019	1	Orientation
Friday, August 30, 2019	2	Diagnostic Test
Monday, September 2, 2019	No class	
Wednesday, September 4, 2019	3	Basic Grammar Terms
Friday, September 6, 2019	4	Premodern orthography
Monday, September 9, 2019	5	Onbin
Wednesday, September 11, 2019	6	Classification of Words
Friday, September 13, 2019	7	The six bases - mizenkei, izenkei
Monday, September 16, 2019	8	The six bases - renyoukei, rentaikei
Wednesday, September 18, 2019	9	The six bases - shushikei, meireikei
Friday, September 20, 2019	10	Verb inflections
Monday, September 23, 2019	11	Adjective inflections
Wednesday, September 25, 2019	12	JDS - Introduction
Friday, September 27, 2019	13	JDS - negative: zu
Monday, September 30, 2019	14	JDS - definition: nari, tari
Wednesday, October 2, 2019	15	JDS - completion/continuation: tsu, nu
Friday, October 4, 2019	16	JDS - completion/continuation: ri, tari
Monday, October 7, 2019	17	JDS - recollection: ki, keri
Wednesday, October 9, 2019	18	JDS - speculative: mu, beshi, ji, maji
Friday, October 11, 2019	19	JS - Introduction
Monday, October 14, 2019	20	JS - Emphatic particles and kakarimusubi
Wednesday, October 16, 2019	21	JS - Adverbial particles
Friday, October 18, 2019	22	JS - Case particles
Monday, October 21, 2019	23	JS - Conjunctive particles
Wednesday, October 23, 2019	24	JS - Final particles

Friday, October 25, 2019	25	JS - Exclamatory particles
Monday, October 28, 2019	26	TBD (begin readings or review material to date)
Wednesday, October 30, 2019	27	Readings
Friday, November 1, 2019	28	Readings
Monday, November 4, 2019	29	Readings
Wednesday, November 6, 2019	30	Readings
Friday, November 8, 2019	31	Readings
Monday, November 11, 2019	No class	
Wednesday, November 13, 2019	32	Readings
Friday, November 15, 2019	33	Readings
Monday, November 18, 2019	34	Readings
Wednesday, November 20, 2019	35	Readings
Friday, November 22, 2019	36	Readings
Monday, November 25, 2019	37	Practice Final Exam
Wednesday, November 27, 2019	No class	
Friday, November 29, 2019	No class	
Monday, December 2, 2019	38	Hentaigana / Kuzushi-ji
Wednesday, December 4, 2019	39	Hentaigana / Kuzushi-ji
Friday, December 6, 2019	40	Last Day
Thursday, December 19, 2019	Final	Final Exam

8. Course materials

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

9. Contacting me / meeting with me

My office is 5110 Dwinelle Hall.

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

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. I am very often not in my office. Making appointments is better. During the regular year, a part of my office hours will be for drop-ins.

10. Announcements and finding out what to do

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

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

Because, as an active learning classroom, we are already very busy with activities, and because I think all of you are good readers, I rarely make announcements in class.

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

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

12. Things to remember that help your course grade

"Syllabus, Part 2" provides thoughts on what is helpful and not helpful in terms of your course grade.

This class is about consistent effort and embracing the concept that in order to achieve an accurate and nuanced reading of a sentence, knowledge and application of grammar is key. Also key is contextual knowledge, but this is not the primary topic of the course.