

## Syllabus — Version 3

# Japan 130 — Haiku

(Officially: "Classical Japanese Poetry")

Spring 2019

Instructor: John R Wallace

Our class meets **Tuesday and Thursday, 9:30 AM – 11 AM in 242 Dwinelle.**

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/>

Click on the button under "Various pages for Cal students" for the "Syllabus, Part 2 (S2)" which covers active learning in this class, grade procedures, policy on devices and multitasking, statements on academic integrity include help with plagiarism, accommodations, comments on English as a second language, instructions on analysis and analytic essays, key concepts and terms, and other items.

2. **bCourse** — for announcements, materials, assignments, and grade reporting

3. **course Google Drive folder(s)** — for collaborative and other work

<b>1. Course description</b>	<b>3</b>
<b>2. Prerequisites</b>	<b>3</b>

<b>3. Learning objectives</b>	<b>3</b>
3.1. Knowledge	3
3.2. Skills	3
<b>4. Relative weights of the three portfolio grade components</b>	<b>4</b>
<b>5. Exercises, assignments, and assessments (quizzes and tests)</b>	<b>5</b>
5.1. Midterms and final exam	5
5.2. "Translation & Analysis Positions"	5
5.3. Attendance	5
5.4. Course project	6
5.5. Exercises	6
5.6. The "engagement" grade	6
5.7. Extra credit (EC) opportunities	6
5.7.1. "Help line"	6
5.7.2. RRR session attendance and report	7
<b>6. Schedule (initial version)</b>	<b>7</b>
6.1. Test and presentation dates	7
6.2. Day-to-day schedule (early draft)	7
<b>7. Course materials</b>	<b>9</b>
<b>8. Contacting me / meeting with me</b>	<b>9</b>
<b>9. Announcements and finding out what to do</b>	<b>9</b>
<b>10. "How do I know what to do for each class session?"</b>	<b>10</b>
<b>11. List of key things to remember that help with your grade</b>	<b>10</b>

# 1. Course description

We read, in the original early Japanese, haiku by men and women poets from the 17th through 19th centuries. We preface this with some reading in the history of haiku and haiku technique. Here are the poets we are likely to read: Den Sutejo (1633-1698), Kawai Chigetsu (1634?-1718), Ihara Saikaku (1642-1693), Matsuo Bashō (1644-1694), Shiba Sonome (1664-1726), Chiyojo (1703-1775), Yosa Buson (1716-1784), Enomoto Seifu (1732-1815), Tagami Kikusha (1753-1826), Kobayashi Issa (1763-1828), and Masaoka Shiki (1867-1902). Students complete a major project based on haiku composition, research, or season word (kigo 季語) construction.

## 2. Prerequisites

This class requires the completion of J120 or the equivalent. If you have not taken, and passed, that course, you need to talk with me, even if you are already enrolled in the course. The basic idea is that you have had systematic exposure to the grammar of premodern Japanese and that your Japanese reading skills have been developed to a certain degree. All reading material in this class is in Japanese. Grammar is a regular part of the class.

## 3. Learning objectives

### 3.1. Knowledge

Students will know, by the end of the class:

- basic history of the advent of the haiku form
- basic elements of the haiku form
- some of the conventional symbolic content of season words (kigo 季語), and,
- details of these three major premodern haiku poets in terms of life, writing career, theme, and style: Matsuo Bashō (late 17th century), Yosa Buson (18th century), Kobayashi Issa (later 18th through early 19th century).

### 3.2. Skills

These skills will be developed for all students:

- the ability to identify the basic elements of a premodern haiku poem including relevant grammar points,
- an enhanced overall sensibility for understanding haiku,

- the ability to identify and convey to others the poetic success of a poem.

Students then can choose three types of term projects which allows for the development of three different skill sets:

- skill in the composition of haiku,
- excellence in research,
- collaborative skills in assembling and publishing a complex group project.

## 4. Relative weights of the three portfolio grade components

The various activities of the class—exercises, quizzes, tests, essays, and so on—are used at the end of the term in multiple ways to determine grades for these three areas:

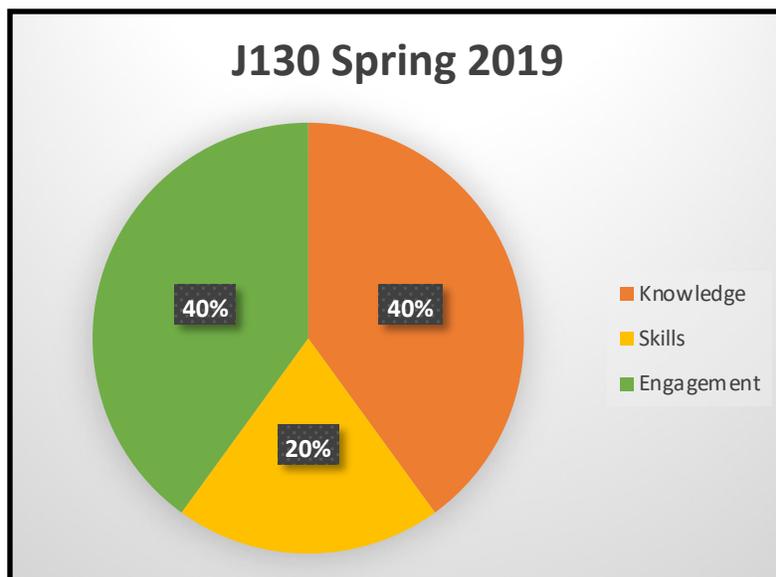
knowledge gained

skills learned

course engagement

Details on how a student's course portfolio (attendance, in-class activity, submitted work, and performance on assessments) is used to determine these three grades, and so the final course grade, can be found at Syllabus, Part 2: GRADES (Sonic). **This is important information that can help the student score well.**

Knowing the relative weight of the three portfolio grades is helpful as the student makes decisions on where effort and care are needed. The relative weight for this course is:



## 5. Exercises, assignments, and assessments (quizzes and tests)

### 5.1. Midterms and final exam

There are two midterms (**MT**) that assess knowledge of the history of haiku and haiku technique. A comprehensive final (**FINAL**) is likely to revisit this information. These three are the key grades for determining the knowledge portfolio grade.

### 5.2. "Translation & Analysis Positions"

There will be the regular completion of assignments based on poems to be covered in a session, due before that session. I think these will be called "Translation & Analysis Positions" (**TAP**). Completion of TAPs in good form will be important to all three portions of the portfolio: knowledge (you will be constantly reviewing key elements of haiku), skill (you will be asked to analyze and appreciate the poems), and engagement (this "close work" with the poems on a consistent basis is the core pathway to developing knowledge and skill).

### 5.3. Attendance

Attendance (**ATTEND**) will be taken and calculated on the Excel sheet. bCourse will not have an accurate representation since it only tracks attendance and late arrival. The standard I will use instead is:

attentive, engaged\* attendance from the beginning to end of the session, arriving on time,\* not leaving the room during the class, not leaving early, and avoiding all multitasking.\*

Late arrival and such usually generates 60% credit for the day. Unexcused absences are recorded as "0" and excused absences are not part of the calculations unless excessive.

**The ATTEND score is a key element in determining engagement.** Additionally, please note that regular attendance in my classes has proven to be essential for scoring well in other areas of the class.

**If you have missed a class or been late or need to leave early let me know the reason via the Google Form.** (See Syllabus, Part 2: GRADES "23.3. Reporting reasons for partial or missed attendance." Here is the URL: <https://goo.gl/forms/ev8oNY6hWcuHvANz2> )

\*Engaged means arriving prepared, active listening, sharing ideas, facilitating the learning environment.

\*On-time attendance means being in the room at the correct location (when seating is designated) and ready to start at the time your name is called during roll call, or when class officially begins, whichever comes first.

\*Multitasking is any activity, even just brief activity, via device or by any other means that involves activities not related to what is going on in the classroom at that particular time. Keep chat windows and any other window not related to the class closed; keep phones dark; and so on.

## 5.4. Course project

There will be a final project (**PROJECT**). Students have three basic choices:

1. to write a haiku journal during the term, one that includes a few pages of self analysis,
2. to research one of the course poets well enough to create and successfully publish to Wiki an English language Wiki page on that poet, or
3. to work collaboratively with others to write and publish, as an eBook or PDF, a season word dictionary (saijiki jiten 歳時記辞典) for the Berkeley community.

The PROJECT grade is primarily a skill component in the case of the journal and saijiki jiten, and a hybrid knowledge-skill grade in the case of the Wiki work. In all cases there is a high standard with regard to quality. The project is a major component of the class and should be carried out with energy and care.

## 5.5. Exercises

Exercises (**EX**) 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 mostly 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.**

## 5.6. The "engagement" grade

Engagement in this course is primarily

- good effort in the TAP work,
- consistent attendance,
- learning from others during class discussions,
- offering ideas during class discussions, and
- a lively completion of the final project.

## 5.7. Extra credit (EC) opportunities

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### 5.7.1. "Help line"

It is possible that I will set up a chat area on bCourse that allows students whose grammar is weak to ask grammar questions, with peers answering those questions. To ask questions that seem necessary will help with a student's engagement grade. To answer such questions accurately and in a timely

manner will help with that student's engagement grade and also generate general extra credit to be noted at the end of the term, when the final grade is calculated.

## 5.7.2. RRR session attendance and report

RRR week very likely will be used for presentations. The presentations themselves are part of the PROJECT grade. On the other hand, attending presentations is optional. To attend, listen, and complete the exercise associated with presentations will be general extra credit that, like the above, will be noted at the end of the term, when the final grade is calculated.

# 6. Schedule (initial version)

## 6.1. Test and presentation dates

- Tuesday, Feb 12, during class: Midterm (MT01)
- Tuesday, Feb 26, during class: Midterm (MT02)
- Tuesday, May 7 (RRR week, regular time): Presentations of projects
- Thursday, May 9 (RRR week, regular time): Presentations of projects
- Wednesday, May 15, 11:30A - 2:30P: Final exam

## 6.2. Day-to-day schedule (early draft)

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

Tuesday, January 22, 2019	First day	1	Orientation: Course details
Thursday, January 24, 2019		2	Orientation: Active Learning exercise
Tuesday, January 29, 2019		3	Readings in haiku history
Thursday, January 31, 2019		4	Readings in haiku theory
Friday, February 1, 2019	Deadline for all students to drop classes without a fee		
Tuesday, February 5, 2019		5	Readings in haiku theory
Thursday, February 7, 2019		6	Readings in haiku theory
Friday, February 8, 2019	Deadline for all students to add classes without a fee.		
Tuesday, February 12, 2019		7	Midterm (MT01)
Wednesday, February 13, 2019	Deadline for undergraduate students to add/drop classes		
Thursday, February 14, 2019		8	Reading in haiku in translation: Basho

Monday, February 18, 2019	No classes (Presidents' Day)	No cla sse s	
Tuesday, February 19, 2019		9	Reading in haiku in translation: Buson
Thursday, February 21, 2019		10	Reading in haiku in translation: Issa
Tuesday, February 26, 2019		11	Midterm (MT02)
Thursday, February 28, 2019		12	Readings in haiku: Den Sutejo
Tuesday, March 5, 2019		13	Readings in haiku: Kawai Chigetsu
Thursday, March 7, 2019		14	Readings in haiku: Ihara Saikaku
Tuesday, March 12, 2019		15	Readings in haiku: Matsuo Basho
Thursday, March 14, 2019		16	Readings in haiku: Matsuo Basho
Tuesday, March 19, 2019		17	Readings in haiku: Shiba Sonome
Thursday, March 21, 2019		18	Readings in haiku: Chiyojo
Monday, March 25, 2019	Break		
Tuesday, March 26, 2019	Break		
Wednesday, March 27, 2019	Break		
Thursday, March 28, 2019	Break		
Friday, March 29, 2019	Cesar Chavez Day		
Tuesday, April 2, 2019		19	Readings in haiku: Yosa Buson
Thursday, April 4, 2019		20	Readings in haiku: Yosa Buson
Friday, April 5, 2019	Deadline for undergraduates and graduates to change grading options via CalCentral		
Tuesday, April 9, 2019		21	Readings in haiku: Enomoto Seifu
Thursday, April 11, 2019		22	Readings in haiku: Tagami Kikusha
Saturday, April 13, 2019	Cal Day		
Tuesday, April 16, 2019		23	Readings in haiku: Kobayashi Issa
Thursday, April 18, 2019		24	Readings in haiku: Kobayashi Issa
Tuesday, April 23, 2019		25	Readings in haiku: Masaoka Shiki
Thursday, April 25, 2019		26	Readings in haiku: Selections from Ooka
Tuesday, April 30, 2019		27	Open discussion

Thursday, May 2, 2019		28	Last day (optional)
Tuesday, May 7, 2019	RRR	RR R	Presentation of projects
Thursday, May 9, 2019	RRR	RR R	Presentation of projects
Wednesday, May 15, 2019	Exams		Final exam 11:30A o 2:30P

## 7. Course materials

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

## 8. Contacting me / meeting with me

My office is 5110 Dwinelle Hall.

My email is [jwallace@berkeley.edu](mailto:jwallace@berkeley.edu). **Please do not message me** either using my private account or via bCourse. Please use email.

My office hours, and any last-minute changes to them or special signup requirements, are listed at Sonic.

## 9. 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.

## **10. "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/> .

## **11. List of key things to remember that help with your grade**

There is a short list on the Sonic Cal student page called "Syllabus Highlights" that notes most of the main details of how I run my classes. When kept in mind, these help students score well.