Codebook

Does this text contain a story?

Use the guidelines below to support your decisions, but ultimately, follow your best judgment as there are many edge cases.

A story describes a sequence of events involving one or more people.
- Stories can be fictional or real, exciting or mundane.
- Focus only on the current text. Don't worry about whether there might be a story before or after this text. References to stories aren't stories.
- Stories describe the experiences of one or more specific people.
    - "People" can include animals, aliens, etc.
    - "People" can include groups as long as these are specific groups of people that exist at a specific time and place.
    - "People" includes the first person narrator.
- Stories must include multiple, specific events.
    - These events should be sequential: one event happens, then another event happens. It's ok if the events are narrated out of order, but there should still be a clear sequence.
    - These events should be connected: they might be about the same people, they might be causally connected, they might describe an overall change or transformation in the state of the world, they might describe a single experience.
    - Jumbles of events that are unordered and/or unconnected (like lists of examples) are not stories.
    - What are events?
        - Events are "a singular occurrence at a particular place and time."
        - General, repeating, isolated, or hypothetical situations, states, and actions are usually not events, unless they appear together in a strongly story-like sequence.
        - Most stories are told in the past tense. Present and future tense can also be used, but the bar is higher and the narrated events need to be strongly story-like.
        - Most events are positively asserted as occurring, but depending on the context, negative verbs can also be events when occurring at a specific time and place.
            - For example: "I tried to leave the room, but the door wouldn't open."
            - For example: "He asked her to make cookies for his birthday today, but she didn't make him cookies because she doesn't have

an oven at home." ("didn't make" is an event but "doesn't have" is not an event)

- Events are usually verbs but can also be nouns and adjectives.
- When are states events? (from Sims et al., 2019)
  - An explicit change of state has occurred (whether initiation, termination, or alteration), and this change can be determined solely within the context of the sentence in which the potential event trigger appears.
  - The cause of the state can be deduced (again within the context of the sentence), and it is clear that the cause and resulting state have occurred at the same location. For example, the following states (in bold) would be labeled as events: "When he received this appointment he was both elated and appalled." (Burroughs, Tarzan of the Apes)
  - The potential event trigger refers to a mental state that is inherently acute, semantically speaking. For instance, words such as "astonished," "shocked," "aghast," and "stunned" all suggest mental states that are acute responses to some stimulus and are usually only maintained for a limited duration.

When highlighting any spans:
- Do not highlight spans in the post title.

When highlighting the story spans:
- Include all the text you think is part of the story. This should include not just events but also text that sets the stage, summarizes the story, ends with a lesson learned, etc.
- Text that usually shouldn't be included in the story span:
  - introductory text about the subreddit, why they're posting, etc.
  - questions about the story
  - explanations, discussion, hypotheses external to the story
- Ask yourself: Is this text necessary if I were writing a summary of the story?

References

Narrative Theory for Computational Narrative Understanding (Piper et al., 2021)

Literary Event Detection (Sims et al., 2019)

Detecting Narrativity using Readers Perception – Annotation Guidebook

In this annotation experiment, you will annotate texts by means of three statements. These statements will cover three ways a reader can experience while reading a narrative text: suspense, curiosity and surprise.

1. Working Definition

Many researchers have made attempts to define narrativity. Some view narrativity as a result of textual and structural elements, which are considered *objectivist* views, while other researchers focus on the way the reader experiences the texts, i.e. *constructivist* views.

The definition of a narrative utilized within this research, and this annotation experiment, is of constructivist nature and uses a concept named *readers' perception*. Readers' perception revolves around the idea that texts are of interpretive nature; how a reader experiences, or perceives, a text on an emotional or cognitive level is indicative of its degree of narrativity.

An important idea to define narrativity by means of readers' perception has been proposed by Meir Sternberg (2003). Sternberg states that a text can be deemed as narrative if it induces a feeling of suspense, curiosity and/or surprise in readers. These ways of perceiving texts all revolve around being presented with information, or the lack of, about events within a story. These three ways are referred to as *narrative universals* and can be defined as the following:

- **Suspense:** A text (or part of it) can be experienced as having suspense when the reader's desire for information about a future outcome of a story remains suspended because of an information gap.. An example of this can be that the reader of a story is given the information that character A has a knife behind their back, but character B, with whom character A is having a conversation, does not know; the reader lacks information about what will happen in the **future**.
- **Curiosity:** Curiosity can occur when the reader is presented with information about the present that triggers a desire for information about the **past**. For example, the reader is told that character B is found with several stab wounds, but is not told how they have gotten said wounds.
- **Surprise:** A text (or part of it)can be surprising if the readers' current idea of the situation being described is challenged through new information. For example, the reader knows that character A and character B are having a "normal" conversation, but suddenly, the reader is told that character A has stabbed character B.

To identify these three effects, you will be assigned a number of passages that you will have to rate on according to three statements related to the *narrative* universals. The statements are as follows:

A. **Suspense:** "This passage triggers a desire for information about <u>future</u> events and postpones a feeling of resolution."
B. **Curiosity:** "This passage triggers a desire for information about <u>past</u> events and leaves me wondering about missing information."
C. **Surprise:** "This passage presents information that I experience as unexpected."

You will show you agreeance with the statements above by means of a 5-point scale:

1. Strongly disagree
2. Somewhat disagree
3. Unsure
4. Somewhat agree
5. Strongly agree

Each passage will be accompanied thus by three values, depicting suspense, curiosity and surprise. You will also be presented with a column named 'Notes'. If you have difficulty classifying a certain passage by means of the above statements, you can leave a comment in this column. These comments can be used to improve further annotation experiments and to analyze your annotations.

You might feel that for some passages the universals overlap a bit. For example, some sentences within a passage might feel suspenseful, but also spark curiosity. This is entirely possible. It is also possible that you find that some parts of the passages have a very high level of suspense, curiosity or surprise, while other parts have not. However, you rate the entire passage, rather than a part of the passage. Give the passages ratings which you deem correct.

The passages are presented in a random order; the ordering is not indicative of their degree in narrativity in any sort of way.

When annotating, do not be afraid to enter a value which you deem fit. There are several biases (described below) which can be apparent when annotating. Try to avoid these biases and rate the passages according to the statements in a manner which you find experience as correct. Biases to avoid include:

Central tendency bias & Faking Good: When presented with a range of values, such as 1 to 5, some people tend to avoid extremes, e.g. values 1 and 5. This is called 'central tendency bias'. Other annotators, however, feel the need to mainly focus on assigning extremes, rather than floating in the middle; they are 'faking good'. Don't be afraid to use both extremes and central scores. Assign scores which you deem fitting.

Acquiescence bias & Fear of Being Wrong: Some annotators feel that, when a statement is presented, the 'correct' thing to do is agree with the statement. This is called the 'acquiescence bias'. However, some feel that disagreement is a way of coming over as smart, which is necessarily the case; they can experience a fear of being wrong. Therefore, you need to know that there is no right or wrong; this is based on interpretation!

To ensure that you have a sufficient understanding of the statements, three example passages will be presented per Universal ranging in level of suspense, curiosity and surprise.

- **Low Suspense:** *The authorized capital stock of the Company consists of 15,000,000 shares of Common Stock and 5,000,000 shares of preferred stock, par value $.01 per share ("Company Preferred Stock"). No shares of Common Stock or Company Preferred Stock have been or will be issued prior to the Closing Time referred to in Section 2 hereof. At the date hereof and at the Closing Time, the Securities will have been duly authorized for issuance and, when issued and delivered by the Company pursuant to the Plans against payment of the consideration calculated as set forth in the Plans and stated on the cover page of the Prospectus, will be duly and validly issued and fully paid and nonassessable. The terms and provisions of the Common Stock and the other capital stock of the Company conform to all statements relating thereto contained in the Prospectus. The certificates representing the shares of Common Stock will conform to the requirements of applicable law and regulations.*
  - o This passage presents information about a company and its stocks. When reading it, you can quickly notice that this has a low suspense level. There is little information presented of which the resolution is postponed. It is merely a series of statements. Therefore, this passage can be seen as having low suspense.

- **Medium Suspense:** *We went to a baseball game last week. I was in a wheelchair. When the national anthem was played I tried to stand. The usher said it would be ok for me to sit. I thanked her and sat down.*
  - o This passage presents a narrative regarding a wheelchair-bound person at a baseball game. Early on, you are presented with the information about the wheelchair, followed by the information that the person tried to stand. This can be experienced as being suspenseful, since you are presented with information, but no resolution; you might think 'will the person stand up?'. However, the build-up can be seen as minimal. Quickly after being presented with the information which could elicit a feeling of suspense, you are presented with a resolution; the person does not have to stand.

- **High Suspense:** *Tom had a big test coming up. He was really nervous about it. He was too nervous to properly study. Instead he would just worry and surf the internet. Tom wound up failing the test.*
  - o This passage presents a student being so nervous that he fails a test. The information that makes you long to the resolution is presented early. You know a test is coming, and that Tom is nervous; you may want to know how he will perform on the test. The following sentences only build upon this idea, postponing the resolution. In the final sentence, you are presented with a resolution. This can be indicative of high suspense. In some cases, a passage may present no resolution at all.

- **Low Curiosity:** *2.1 Alliance Managers. Each Party hereby appoints the person listed on Exhibit F of the Correspondence to act as its alliance manager under this Agreement as of the Effective Date (the "Alliance Manager"). Each Party's Alliance Manager shall: (a) serve as the primary contact point between the Parties for the purpose of providing the other Party with information on the progress of such Party's*
  activities under this Agreement; (b) be primarily responsible for facilitating the flow of information and otherwise promoting communication, coordination and collaboration between the Parties; and (c) have the right to attend all Committee meetings, all as non voting members. Without limiting the foregoing, the Alliance Managers (or their designees) shall be responsible for (i) scheduling meetings of each Decision-Making Committee; (ii) setting agendas for meetings of each Decision-Making Committee with solicited input from members of the respective Committee, and (iii) preparing the draft minutes of such meetings (with such responsibility alternating between the Alliance Managers), which minutes shall provide a description in reasonable detail of the discussion held at the meeting and a list of any actions, decisions or determinations approved by the respective Committee. Each Party may replace its Alliance Manager at any time upon written notice to the other Party.
    - o This passage presents information of a legal document about alliance managers. This passage presents information in a very factual manner. Information is not told to ensure that readers have a feeling of curiosity, or any other universal for that matter. While there is information presented which might interest a specific reader, the text in itself is not built for curiosity's, or narrative's, sake. Therefore, there is a low level of curiosity.

- **Medium Curiosity:** *Sam was in the middle of doing laundry. He all of a sudden lost his change. His clothes were in the washing machine. Sam had to go to the store to get more change. Luckily he made it back in time.*
    - o This passage presents us with a boy named Sam doing the laundry, who lost all of his change. When reading, the reader might be curious about the whereabouts of Sam's change; they want information. However, later in the passage, a new event reveals that Sam is easily able to get new change. While the question of where his change went is left unanswered, new information shows that it is not important to this story. This could lessen the feeling of curiosity, resulting in this passage inducing a medium level of curiosity.

- **High Curiosity:** *I first knew something was wrong when my son couldn't sleep. He couldn't stop moving long enough. He couldn't focus on anything at all most of the time. I took him to see a doctor. The doctor blew us off, and I felt defeated.*
    - o This passage presents us with the idea that a parent is concerned about their son. After reading the first sentence, the reader can be curious about the reason behind the state of the son; the reader can be longing for information about what happened to him. The rest of the passage paints a picture of the situation, but does not fill the information gap of events which lead up to the son being unable to sleep. In the end, this information gap is not filled, the reader does not know why the son has sleep problems. This passage can thus induce a feeling of curiosity in a reader.

- **Low Surprise:** *Purpose - The aim of this paper is to examine the effect of talent management (TM) practices on employee performance (EP) among academic staff of Malaysian private universities (MPU) through employee engagement (EE). Design/methodology/approach - This paper used both descriptive and quantitative approaches, while the research unit of analysis consists of MPU academic staff. A simple random and stratified sampling approach was utilized in this study while, the research sample consists of 314 MPU academic staff. A questionnaire was used to collect data from the target population, while partial least squares-structural equation modeling was used to evaluate the study hypotheses through a bootstrapping approach. Findings - This paper results demonstrated that TM practices (succession planning practice, promotion practice and performance appraisal practice) have a significant effect on EP, while EE mediates the relationship between TM practices and EP in MPU. Practical implications - This paper encourages university management to adopt and invest in TM practices for effective EE to achieve and sustain EP. Originality/value - This paper has made a significant contribution to knowledge and to the operationalization of EE, EP and TM practices literature, which could help to develop theory, model, practice and research in areas of work performance.*
    - o The passage presents a summary of research regarding management and performance. Since research is based in reality and is open-minded in nature, due to the idea that hypotheses can be true and false, there is little room for surprise. Since this research stated a purpose, rather than a hypothesis, there is little to be expected; you know what they are attempting. They stated that they found that team management has an effect on employee performance, which was the goal of the research. Therefore, there was no real surprise, and thus, this passage could be classified as having low surprise.

- **Medium Surprise:** *Myers always wanted to juggle but couldn't. One day, he went to the circus. He watched them juggle and started learning. One day, he was finally able to juggle. Myers joined the circus and became a natural.*
    - o This passage presents a story of how a boy became a professional juggler. The narrative told is in a chronological fashion; event after event. You are presented with the information that Myers wants to juggle but is unable to. A logical conclusion to this story would be that Myers learns to juggle, which he does. However, the story then presents you with the fact that Myers has joined the circus. This can be regarded as unexpected, but since the reader knows that Myers has been learning to juggle, it can be expected as well. Therefore, this passage can be regarded as having a medium surprise-level.

- **High Surprise:** *Adam was fishing in a lake. He hadn't caught anything all day. He was reeling the line out of the water when he hooked something. Adam yanked the line out of the water and saw a big snake. Adam hadn't gone fishing since.*
    - o This passage presents a boy trying to fish, when he accidentally saw a snake. When reading this passage, it is possible to visualize the situation and predict what was going to happen. If a person is fishing, and said person finally caught something on their rod, you would expect that a possible resolution of the story would entail the person catching nothing, or a fish, or perhaps a stick. However, this outcome, i.e. Adam seeing a big snake, could be considered as unexpected.

This could result in a kind of 'error' in the mind of the reader; their perception of the story has been challenged. Therefore, this passage can induce a strong feeling of surprise in a reader.

While all passages are presented for one universal only, each passage can be classified by means of all three universals. The passage about Tom being unable to study (see 'High Suspense') could also elicit a feeling of curiosity, i.e. 'Why was Tom nervous?', but perhaps not a feeling of surprise, since failing a test is a logical follow-up event, when told that the student has difficulty learning.

References

Meir Sternberg. 2003. Universals of narrative and their cognitivist fortunes (ii). *Poetics today, 24(3):517–638.*