



# MILLIKIN UNIVERSITY®

## ACCELERATED COURSE SYLLABUS

### **EN340 Global Haiku Traditions**

July 20, 27, August 3, 10, 17, 2016

Online July 13 – August 24

Dr. Randy Brooks, Professor of English  
Dean of the College of Arts & Sciences

### GENERAL COURSE INFORMATION

**Course Title:** Global Haiku Traditions  
**Course ID:** EN340-02 and EN340-P01  
**CRN:** 50109 and 50072  
**Term:** Summer 2016  
**Dates/Online:** July 13 – August 24  
**Dates/Time:** Wednesday evenings – July 20, 27, August 3, 10, 17, 2016  
**Time:** 6:00 to 10:00 pm  
**Location:** SH422  
**Credit Hours:** 3

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Randy Brooks  
**Office:** Shillingxx209  
**Phone:** (217) 424-6264 office  
**Email:** rbrooks@millikin.edu  
**Office Hours:** 5-6pm before class and after class as needed

## PURPOSE OF THE COURSE

### Course Description:

**Global Haiku Traditions** examines the origins and spread of Japanese poetics from Japan around the world, with a special focus on the adaptation of haiku into other cultures and languages, especially English. This course explores the role of haiku as a social literary art—both the art of reading and art of writing haiku emphasize the importance of shared collaborative aesthetic experiences (shared acts of the imagination).

There is a very active global haiku community of writers, editors, scholars and associations celebrating participation in this literary art. A special feature of the course is that students will conduct interviews with leading international poets, editors and scholars of contemporary haiku. We will study the history of haiku and related poetics in Japan, and then examine the contemporary internalization of haiku in various cultures. Students complete both an analytical study of a contemporary haiku poet or issue in the haiku community as well as various creative projects connecting haiku to other arts. There are numerous web resources available for this course located at: <<http://performance.millikin.edu/haiku>>

### Course Learning Goals, Outcomes & Objectives:

Students will explore the history and practice Japanese haiku poetics and learn about the role of this literary art in both Japanese and contemporary American culture. Students will compare authors and approaches to haiku from both Japanese and American traditions. Students will develop their professional writing abilities, as academic research writers through a study of a contemporary haiku writer.

The haiku arts emphasize the power of concise writing, in which silence and things not said may be as important as the things said. Therefore, study of the haiku arts helps students develop exact, precise writing skills. Also, since haiku is the art of suggestion and connotation, it requires an integration of reading and writing abilities.

Haiku arts stress the importance of an active reader to “finish” the haiku in their own mind. The active response to a haiku is to share your imagined response, or to create another haiku or extension of the original haiku. This process of connecting personal experiences, memories and feelings to the haiku by others helps students explore their own lives, memories, feelings and values. As students practice the art of reading and writing haiku, they discover that the haiku arts are not the exclusive domain of professional writers. They discover that haiku is a possible means of developing a personal life of meaning and value from their own reading responses and through the writing of their own original haiku.

### University Studies Learning Goals:

This course fulfills the **Creative Arts** requirement for University Studies:

In creative arts courses students will engage in and/or analyze a creative, intellectual, and aesthetic process within the visual, dramatic, literary, and/or performing arts and reflect on that process to increase their ability to understand themselves and others and to enhance their capacity to enjoy their own and others’ creative processes and products.

This course also has been approved to fulfill the **International Cultures and Structures** requirement for University Studies that students will be able to:

1. analyze culturally diverse points of view through examination of primary sources;
2. comprehend cultures and/or social structures of countries outside the United States; and
3. compare cultural and/or social structures found in countries outside the United States to those found in the US.

## LEARNING ENVIRONMENT

This course emphasizes a multidisciplinary performance learning approach. Students will engage as readers and writers in the haiku tradition, as well as researchers and critics of other writers. Also, the final individual project asks each student to make connections to another area of expertise (whatever discipline), and to complete a final project that is a multidisciplinary product and presentation.

Moodle Course & Global Haiku Web Site

Resources and the grade book are provided through Millikin University course management software, Moodle. There is also a course web site featuring a continuously updated assignment blog and sample of student performance learning at:

<http://performance.millikin.edu/haiku/courses/globalJuly2016/>

The course requires frequent submissions of written responses and informal writing at attachments (RTF file format) through Moodle.

ALL assignments are to be turned in as digital files by email. (Use your SAVE AS function and choose "Rich Text Format" or "DOC" for digital files emailed to

**<rbrooks@millikin.edu>**

Word Perfect (WPS) and Microsoft Publisher (PUB) file formats will not be acceptable. Please use RTF or DOC or PDF formats. Ask for help on formats if needed.

E-mail – The email system on campus is a vital communications tool and may be used by the student, professor and other school officials in the delivery of information and instructions. Students are responsible for routinely checking their Millikin University e-mail for schedule changes, assignments, and/or other messages from the professor(s) or university representatives. Email addresses other than students' Millikin email addresses will NOT be used for communication purposes. Failure to follow instructions left via email will result in unexcused actions. Faculty members are instructed to use their Millikin University email address for communication purposes. Students must follow University email rules at all times; these can be found at: <http://it.millikin.edu/>. Failure to use the email system in accordance with University policies may result in revocation of email privileges.

### Pre and Post Assignments

This accelerated course includes a (4-6 hour) assignment to be completed before the first class meeting. It also includes a (4-6 hour) final assignment to be completed one week after the last class meeting. Throughout the rest of the course, you will need to complete approximately 6-12 hours of work each week between class meetings.

Pre-meeting engagement (4-6 hours): during the week before our first face-to-face meeting, you have three assignments to complete *and email to me* before our first face-to-face meeting on July 20.

- (1) Purchase and read *The Haiku Anthology* edited by Cor van den Heuvel. Find an author whose haiku you loved and write a short 1 page response to that author's haiku.
- (2) Go to the link below and listen to an interview with Aubrie Cox on contemporary haiku. Aubrie is a Millikin alumna and currently editor of *Frogpond*, the journal for the Haiku Society of America.

<https://hologramradio.org/covered/s2e12-aubrie-cox-translation>

Aubrie's interview is also available on the course MOODLE page. Simply login to your MyMillikin and click on the MOODLE link and then on the Global Haiku course. You may listen to it directly on MOODLE.

(3) Write a 1 page response to the interview with Aubrie Cox. What surprises you the most about haiku?

Post-meeting face-to-face engagement (4-6 hours): two assignments to complete.

- (1) Review haiku you have written from the kukai, matching contest, and from your final haiku collection. Write about why 5 of your haiku are your favorites. (3 pages maximum)
- (2) Write a short reflection essay on how your life has been enriched by learning more about the literary art of reading and writing haiku. What has the art of haiku taught you that will be of value in your professional, social and personal life? (3 pages maximum)

### **Landmark Events & Due Dates**

This syllabus includes key assignments to be completed outside class meeting times. The following key assignments and required events include an estimate of expected student engagement time beyond our face-to-face class meetings.

Pre-assignment (due midnight 7/19/2016 – Favorite Author from *The Haiku Anthology* (4 hours)  
Pre-assignment (due midnight 7/19/2016 – Reflection from Aubrie Cox interview (2 hours)  
Collaborative Renga (due midnight 8/7/2016 – email version submitted (3 hours)  
Haiku Reader Response Essay (due midnight 8/16/2016 – submitted by email (3 hours)  
Haiku Project (due midnight 8/16/2016 – presentation submitted by email (3 hours)  
Haiku Collection Chapbook (due midnight 8/16/2016 – email version submitted (3 hours)  
Post-assignment (due midnight 8/23/2016 – Review essay of 5 favorite haiku you have written. (2 hours)  
Post-assignment (due midnight 8/23/2016 – Reflection essay on value of knowing haiku. (2 hours)

### **Required Books from the online bookstore:**

- (1) *The Haiku Anthology* edited by Cor Van Den Heuvel. Paperback (2000) Norton & Company; ISBN 0393321185

### **Course Materials from the department or professor:**

There are numerous web resources available for this course located at

<<http://performance.millikin.edu/haiku/>>

The class web site is located at:

<<http://performance.millikin.edu/haiku/courses/globalJuly2016>>

The class assignments blog is located at:

<<http://performance.millikin.edu/haiku/courses/globalJuly2016/assignments.html>>

**Required Books from Bronze Man Books & Brooks Books** (\$70.00 automatically billed through business office). These books will be distributed to you at the first class:

- (1) *Love Haiku by Masajo Suzuki* by Lee Gurga, (2000) Brooks Books; ISBN 1929820003
- (2) *The Silence Between Us* by Wally Swist, (2005) Brooks Books; ISBN 1929820070
- (3) *Millikin University Haiku Anthology*, (2008) Bronze Man Books; ISBN 9780978744168
- (4) *Haiku: The Art of the Short Poem* by Taz Yamaguchi (includes DVD), (2008) Brooks Books

**free publications that are gifts from Dr. Brooks:**

*School's Out: Selected Haiku of Randy Brooks*, (1999) From Here Press  
*Deep Shade/Flickering Sunlight* by O Mabson Southard, (2004) From Brooks Books  
*Einstein's Century* by Akito Arima, (2001) From Brooks Books  
*kukai* competition award books  
*MAYFLY* haiku magazine issues

## COURSE SCHEDULE & PLANS

### Accelerated Course Organization

Keep in mind that this course is designed as an accelerated format course. The content and amount of material required in this course cannot be reduced because of its accelerated format. Students must be prepared to commit to the accelerated format to be successful in the course. Students should plan to spend an average of 10-20 hours of time on each course per week outside of scheduled classroom time.

The course schedule is merely a guideline. The professor reserves the right to alter course content, class assignments/activities, and/or dates, as deemed necessary. The professor will announce assignments and due dates in class, via email, or course web site. The student is responsible for attending class to know what assignments will be required and when. Announcements in class or via email will take precedence over the written schedule.

### Weekly Schedule & Assignments

1. Sharing and discussing favorite haiku from the reading assignments (emailed responses due midnight Sunday before the class).
2. Collaborative haiku writing (various linked verse haikai traditions).
3. Critical reading discussion on history of haiku and haiku poetics.
4. Haiku editing workshop. (emailed attempts due midnight Sunday before class)
5. Kukai selection of favorites by each other.

When referring to a haiku by any author, please use the following means of citation. Always type the entire haiku (DO NOT CHANGE CAPITAL LETTERS or WORD SPACING!). Then include the author and an abbreviation of the publication source. For example, here is a haiku by Peggy Lyles from her book, *To Hear the Rain*:

I brush  
 my mother's hair  
 the sparks

Peggy Lyles, THTR, 93

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## Week One (in class only)

1. Sharing and discussing haiku from *Mayfly* & Lyles' *To Hear the Rain* handout.
2. Introduction to the history of haiku and haiku poetics.
3. Haiku writing and editing workshop.
4. in class reading of handout: Lyles' *To Hear the Rain*
5. in class response writing: select 4 favorite haiku from each poet and briefly write your imagined, felt response to 2 favorites by Lyles. Be ready to discuss why you like them.
6. in class haiku writing (with Dr. Brooks' help): go into more depth describing a memory from your own life (one page) and write 2-3 haiku which captures some moments from within that memory

see the web site assignments page for week two:

<http://performance.millikin.edu/haiku/courses/globaljuly2016/assignments.html>

EMAIL your paragraphs & haiku by Midnight Sunday to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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## Week Two

1. Sharing and discussing favorite haiku from *The Haiku Anthology* & *George Swede handout* & *Millikin University Haiku Anthology*.
2. Critical reading discussion on haiku poetics from *The Haiku Anthology* & *Swede & Lyles*.
3. Poetics statement: characteristics of best, most effective haiku "things found" in the best, most effective haiku. Characteristics the students in that group like, with a couple of haiku for examples.
3. Haiku editing workshop from attempts. (email due midnight Sunday before class)
4. Kukai selection of favorites by each other.

assignments for week three:

<http://performance.millikin.edu/haiku/courses/globaljuly2016/assignments.html>

EMAIL your paragraphs & haiku by Midnight Sunday to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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## Class Three

1. Sharing and discussing favorite haiku from Matsuo Bashô handout (email day before class).
2. Critical discussion on history of haiku and haiku poetics from *Traces of Dreams*.
3. Collaborative haiku writing (tan-renga & introduction to rengay).
4. Collaborative haiku writing (haikai no renga).

ninjô verses—people or emotion verses (self, other or both) (I, you, us, he or she, they perspectives)  
ninjô -nashi—non-people or place verses

We will write a 36 link kasen renga (mixing ninjô and ninjô-nashi verses with no more than three links being ninjô and ninjô-nashi verses in a row):

- (1) hokku—sets tone, greets all, establishes season, quiets guests to join in
- (2) wakiku—builds on unstated elements of the hokku and maintains season. ends in a noun
- (3) daisanku—ends with open-ended image (often transitive verb ING)
- (5) usually moon shows up here for the first time
- (6) concludes the first page (jo) often written by the official scribe
- (7)-(29) heats up the links and leaping (intensification)

- (13) moon appears again
- (17) blossoms usually show up here
- (29) moon's third and final appearance
- (30)-(36) kyû—the slow down finale (quiets back down into calmness)
- (35) cherry blossoms always here
- (36) end with openness and reverberation

5. Kukai selection of favorites by each other.

**assignments for week four:**

<http://performance.millikin.edu/haiku/courses/globalJuly2016/assignments.html>

EMAIL your paragraphs & haiku by Midnight Sunday to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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**Week Four**

1. Sharing and discussing favorite haiku from *Love Haiku*
2. Haiku editing workshop from attempts.
3. Critical reading discussion on history of haiku and Zen haiku poetics (*The Wordless Poem* by Amann).
4. Kukai selection of favorites by each other.

**assignments for week five:**

<http://performance.millikin.edu/haiku/courses/globalJuly2016/assignments.html>

EMAIL your paragraphs & haiku by Midnight Sunday to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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**Week Five**

1. Sharing and discussing favorite haiku from comparisons of Japanese and American authors
2. Critical reading discussion on history of haiku and haiku poetics from *The Wordless Poem*.
3. Haiku editing workshop from attempts.  
EMAIL your paragraphs & haiku by Midnight Sunday to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)
4. Kukai selection of favorites by each other and from the Ginko sequences.
5. Sharing final collections and essays.

<http://performance.millikin.edu/haiku/courses/globalJuly2016/assignments.html>

Projects, collections & essays due by Midnight Tuesday to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

## HOW LEARNING WILL BE ASSESSED

### Assignments & Semester Grading Weight

Assignments URL is: <<http://performance.millikin.edu/haiku/courses/globalJuly2016/assignments.html>>

<i>The Haiku Anthology</i> favorite author	10
Aubrie Cox Interview Response	10
Informal Assignments & Participation (plus, check, minus)	200
Contemporary Author/Topic Study	100
Haiku Collection	100
Haiku Collection Preface (your haiku poetics)	10
Renku	20
Haiku Project or Ginko	20
Haiku submission ready in SASE	10
Review of Best Haiku Written	10
Haiku Learning Review	10

\*all assignments are to be turned in as digital copies by RTF or DOC format email attachment to [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

(Use your SAVE AS function and choose "Rich Text Format" or "RTF" for digital files or copy and paste your work into the body of the email.) Word Perfect (WPS) and Microsoft Publisher (PUB) file formats will not be acceptable. Please use RTF or DOC or PDF formats. Ask for help on formats if needed.

### Assignment Grades:

Course grades and percentage of points received will be correlated as follows:

Informal Quick-Writes, Quizzes, Email Responses, Exercises & Planning Work

informal assignments will be graded with a simple check-system (+) (√) or (-) indicating completion of the assignment. These grades indicate that

- 100% (+) you have done an excellent, thoughtful writing,
- 50% (√) you have completed the assignment adequately, or
- 0% (-) you have not fulfilled the assignment and cannot make it up.

### Formal Documents

The other assignments are considered formal which means that they should be printed, carefully edited, revised and designed for maximum effectiveness with the intended audience. Proper citation of sources and a works cited section is expected.

- A = "exceptional" or "outstanding" work
- B = "above average" Effort was put into the work above and beyond what was required.
- C = "average" Note that "average" does not mean good or bad, just average as in like everyone else's work. The students completed the basic requirements as laid out in the directions. Students did the minimum effort required.
- D = "below average" This effort did not even meet the minimum requirements or was sub-par.
- F = "below college standards" Very little effort went into the assignment.

**Grading Distribution:**

A	95% and above
A-	90%-94.9%
B+	88%-89.9%
B	84%-87.9%
B-	80%-83.9%
C+	78%-79.9%
C	74%-77.9%
C-	70%-73.9%
D+	68%-69.9%
D	60%-67.9%
F	less than 60%

Final course grades will be turned in 2 weeks after the final class period.

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**Attendance & Participation**

ACCELERATED COURSE Attendance Policy: According to the ACCELERATED COURSE attendance policy, students who miss more than 25% of scheduled classroom time will be instructed to withdraw from the course. Failure to officially withdraw from the course will result in a grade of F. Any portion of a missed class (coming in late, leaving early, or taking excessive breaks) may be counted toward total absences.

Specifics: Only the length of your course needs to be listed.

25% of a 10 week course (3 credit hours) with 40 scheduled contact hours is 10 hours.

25% of an 8 week course (3 credit hours) with 32 scheduled contact hours is 8 hours.

25% of a 7 week course (3 credit hours) with 28 scheduled contact hours is 7 hours.

25% of a 5-week course (3 credit hours) with 20 scheduled contact hours is 5 hours.

25% of a 4-week course (2 credit hours) with 16 scheduled contact hours is 4 hours.

**Missed Assignments**

Students are required to submit all assignments by email Sunday midnight before the class . If your assignment is late, it is an F for formal assignments or a minus for informal assignments. Note that F's and minuses are averaged as 0% grades.

## Millikin University Syllabus Student Guidelines

### TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION

#### Disability Accommodation Policy

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Shilling 204.

#### Distance Delivery Components

Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support.

Please visit <<http://millikin.libguides.com/ed-tech>> for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

#### University Commitment to Student Success

Millikin University is committed to the success of all students. As such, the University provides a variety of services devoted to academic support of both undergraduate and graduate students, although some service provision may vary by degree level. The Office of Student Success serves as the hub for these services. Services include, but are not limited to, the following:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
- One on One Advising
- Major Change Assistance
- Development of Personalized Academic Growth and Success Plans
- Support of Exploratory Studies majors
- Support for students on Academic Probation or Progress Warning
- Accommodations for Students with special learning needs
- Online Resource Library

In addition to the Office of Student Success, the University Writing and Math Centers offer students intensive support in these subject areas.

Undergraduate students who are in need of additional academic assistance are also assigned a Student Development Advisor. These advisors work with academic advisors to ensure students receive the attention they need in all aspects of their University experience.

#### Sexual Misconduct

Millikin University is committed to creating a campus culture of respect and intellectual, creative discourse that promotes the best outcomes of a university education and is free from sex discrimination and sexual misconduct.

Sexual misconduct is unlawful and cannot be tolerated. Title IX of the Federal Education Amendments of 1972 makes it clear that violence and harassment based on sex and gender are subject to the same rights and support as other protected categories. If you or someone you know is a victim of sexual misconduct, or you know of an alleged incident of sexual misconduct, you can speak to someone CONFIDENTIALLY by contacting Millikin University Counseling Services @ 217.424.6360, and can file a report directly to any one of the following:

- Diane Lane, Director, Human Resources/Title IX Coordinator at [dlane@millikin.edu](mailto:dlane@millikin.edu) 217-362.6416
- Tammy Maxwell, Assistant Director, Human Resources/Deputy Title IX Coordinator for Employees at [tmaxwell@millikin.edu](mailto:tmaxwell@millikin.edu) 217.362.6416
- Raphaella Prange, Dean of Student Development/Deputy Title IX Coordinator for Students at [rpalmer@millikin.edu](mailto:rpalmer@millikin.edu) 217.424.6395
- Campus Conduct Hotline, an anonymous reporting line, at 866.943.5787

### **Academic Integrity Standards**

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- Cheating
- Collusion
- Electronic Dishonesty
- Grade Falsification
- Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:

- A letter in the student's academic file
- Failure on assignment(s)
- Failure in the course
- Issuance of an XF for the course
- Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University.

The complete policy may be found at <http://www.millikin.edu/handbook>.

## **Disruptive Behavior Policy**

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class and referred to Student Development.

## **Dropping a Course and the University Withdrawal Policy**

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office). Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar's Office to complete the necessary procedures and forms. Students who withdraw from the University may be eligible to receive a refund of charges assessed by the University in accordance with the refund schedules (undergraduate traditional, accelerated, or graduate) posted in the Academic Bulletin. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior that poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

## **Course Evaluations**

Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching environment and students should feel comfortable giving thoughtful, honest feedback.