



# MILLIKIN UNIVERSITY®

## ACCELERATED COURSE SYLLABUS

### EN170 Tanka Writing Roundtable Fall 2017

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

#### GENERAL COURSE INFORMATION

**Course Title:** Tanka Writing Roundtable  
**Course ID:** EN170-01  
**CRN:** 10234  
**Term:** Fall 2017  
**Dates/Time:** Fridays  
**Time:** 11:00 to 11:50 am  
**Location:** SH325  
**Credit Hours:** 1

#### INSTRUCTOR INFORMATION

**Instructor:** Dr. Randy Brooks  
**Office:** Shilling 209  
**Phone:** (217) 424-6264 office  
**Email:** rbrooks@mail.millikin.edu  
**Office Hours:** 9-10 am Fridays or by appointment

#### PURPOSE OF THE COURSE

##### Course Description:

**English 170, Tanka Writing Roundtable** is a one-credit writing workshop modeled after Japanese tanka groups. Tanka? Yes, tanka, the Japanese poem which extends beyond the perception-based haiku moment into the emotional or psychological heart of lyrical expression. Reading goals will be to become familiar with Modernist and Contemporary Japanese and English-language tanka. Writing goals will be to immerse students in writing original tanka and collaborative tanka sequences. The class will have several *kukai* contests. Each student will create a small chapbook of their best tanka and submit their best tanka to a literary journal.

### **Course Learning Goals, Outcomes & Objectives:**

Writing Goals—The primary goal of this course is to plan, develop, and complete a tanka collection with the support and critical response of peers.

The secondary goal is to have fun sharing the creative process in a small workshop atmosphere. We will celebrate the variety of voices and experiences that will be evident in the projects.

Reading Goals—We will read and analyze work in the Japanese and English tanka traditions. These readings include major authors, poetics, contemporary work, and approaches to writing tanka.

### **Department and/or 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.

### **LEARNING ENVIRONMENT**

This is a traditional once-a-week course.

Moodle Course & Web Site

This course is a hybrid face-to-face and online delivery course. 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/tankaFall2017/>.

The course requires frequent submissions of written responses and informal writing at attachments (DOC or RTF file format) by email to me at <rbrooks@millikin.edu>.

ALL assignments are to be turned in as digital files attached 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.

### **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.

- informal reader responses – due each Wednesday by midnight
- tanka writing– due each Wednesday by midnight
- Haiku Collection (12/7 midnight)

**Required Book from the bookstore:**

*Tangled Hair: Selected Tanka from Midaregami* by Akiko Yosano (Author), Sanford Goldstein (Translator), Seishi Shinoda (Translator). Cheng & Tsui; Bilingual edition (December 1, 2002). ISBN-10: 0887273734 or ISBN-13: 978-0887273735.

**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/tankaFall2017/>>

The class assignments blog is located at:

<<http://performance.millikin.edu/haiku/courses/tankaFall2017/assignments.html>>

**Books from Bronze Man Books & Brooks Books** (these books are on loan to you for the semester). These books will be distributed to you at the first class:

*Modern Japanese Tanka* by Makoto Ueda (Editor) Columbia University Press (April 15, 1996). ISBN-10: 0231104332 or ISBN-13: 978-0231104333

*The Tanka Anthology* edited by Michael McClintock, Pamela Miller Ness & Jim Kacian. Red Moon Press. (2003). ISBN: 1893959406.

The following resource is one of several free electronic editions (download the PDF from the Moodle course page):

*Tanka Teachers Guide* by Denis M. Garrison. Modern English Tanka Press (2007).

*Moon's Edge* by Natalie Perfetti. Bronze Man Books; 2010. ISBN: 978-0-9787441-0-6.

## COURSE SCHEDULE & PLANS

### Accelerated Course Organization

See a more detailed schedule at the end of this syllabus and online with the course syllabus blog located at:

<<http://performance.millikin.edu/haiku/courses/tankaFall2017/assignments>>.

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 tanka from the reading assignments  
(emailed responses due midnight Wednesday before the class).
2. Critical reading discussion on tanka aesthetics and poetics.
3. Kukai selection of favorites by each other.

When referring to a tanka 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 tanka by Sanford Goldstien from the anthology, *The Tanka Anthology*:

Anne Frank,  
how you scribbled,  
endured,  
and now I tramp up these stairs  
they hurried you down

Sanford Goldstein, *TTA*, 58

## HOW LEARNING WILL BE ASSESSED

### Assignments & Semester Grading Weight

All assignments are emailed to Dr. Brooks at <[rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)> and are due midnight Wednesday before each class.

Informal Assignments & Participation = 70% (20 points each week)  
graded with a simple check-system ( + ) = 20; ( √ ) = 10; or ( - ) = 0 points

- o weekly tanka writing
- o responses to peer writing
- o quick writes on class discussion topics or readings
- o participation in final class anthology reading day

Collection of tanka — 25% (100 points)

- o submission letter
- o chapbook in submission format (title, preface, haiku, optional graphics)
- o chapbook publication mock-up camera-ready (optional)

## **Grading Scale & Methods:**

### ACCELERATED COURSE Grading System:

A.....	92% and above
A- .....	90%-91.9%
B+.....	88%-89.9%
B.....	82%-87.9%
B-.....	80%-81.9%
C+ .....	78%-79.9%
C.....	72%-77.9%
C- .....	70%-71.9%
D+ .....	68%-69.9%
D .....	60%-67.9%
F .....	less than 60%

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

### **Attendance & Participation**

You are allowed a maximum of two absences without penalty. I do not need to know why you are absent, nor will I excuse these two absences whether they are for medical or personal reasons. After you have used your two absences, you are considered to be excessively absent and you will flunk the course. Of course, extended illness or emergencies will be exempt to this policy, resulting in a withdrawal for the semester. Do expect to FAIL the course if you have more than 2 absences.

### **Missed Assignments**

Students are required to submit all assignments by email midnight Wednesday before the class discussion. 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 for All Courses

### 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.

#### 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.

#### Inclusive Excellence

Every student in this classroom, regardless of background or identity categories, is a valued member of this group. We all come from different experiences, but no one experience has more value or importance than another. I encourage every student to share your own experiences as they are relevant to the course, but I also stress that no student in this course is ever presumed to speak for anything more than your own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you wish. You have the right to adjust those things at any point in your education. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from course content, please contact me privately without fear of reprisal.

#### Sexual Misconduct

Millikin University is committed to providing a campus culture of respect that is free from discrimination, sex discrimination, and sexual misconduct of all forms. Sexual misconduct is unlawful and will not be tolerated. Title IX 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 Growing Strong Sexual Assault Center (who serves as Millikin's confidential reporting resource) @ 217.428.0770, and can file a report directly to any one of the following:

- Diane Lane, Director, Human Resources/Title IX Coordinator @ [dlane@millikin.edu](mailto:dlane@millikin.edu); 217.362.6416;
- Tammy Maxwell, Assistant Director, Human Resources/Deputy Title IX Coordinator for Employees @ [tmaxwell@millikin.edu](mailto:tmaxwell@millikin.edu); 217.362.6416;
- Raphaella Prange, Dean of Student Development/Deputy Title IX Coordinator for Students @ [rpalmer@millikin.edu](mailto:rpalmer@millikin.edu); 217.424.6395;
- Electronically at [TitleIX@millikin.edu](mailto:TitleIX@millikin.edu) (will be responded to within 12 hours)
- 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 <<https://www.millikin.edu/student-development/student-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 which 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 and students should feel comfortable giving thoughtful, honest feedback.

## Course Schedule:

### Reading & Writing Assignments by Dates

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for 8/25 (in class)

in class - tanka reading: reading and sharing response to tanka from *The Tanka Anthology*. What is the reader's experience of a tanka? How does a tanka work from a reader's perspective?

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for 9/1 (email your tanka and reading responses to me by midnight Wednesday)

reading assignment: *The Tanka Anthology*, introduction and poets through page 35  
(1) response writing assignment: write a paragraph of your questions from the introduction  
(2) response writing assignment: write reader response paragraphs to 2 favorite tanka

Extra credit trivia question: where was the Tanka Society of America founded?

Response paragraph guidelines:

(1) type the tanka exactly as published (don't add capital letters or new line breaks)  
(2) include the author's name, an abbreviation of the book title, and page number

Like this:

quite by surprise  
my daughter asks me  
if I'd like to be a woman  
the gravity in the moment  
I took to answer

Tom Clausen, TTA, 34

(3) tanka writing assignment: write five tanka attempts in response to tanka you are reading or from your own recent life experiences

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for 9/8 (emails due by midnight on Wednesday)

in class - tanka kukai 1

reading assignment: *The Tanka Anthology*, pages 36-119  
response writing assignment: write reader response paragraphs to two favorite tanka

reading assignment: "A Quick Start Guide to Writing Tanka" by Jeanne Emrich in *Tanka Teacher's Guide*

kukai response assignment: select your favorite tanka from Kukai 1 and write a response to it.

writing tanka: write five new tanka and email them to me by Wednesday midnight

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for 9/15 (emails due by midnight on Wednesday)

FALL BREAK – no class!

reading assignment: *The Tanka Anthology*, pages 120-203  
response writing assignment: write reader response paragraphs to two favorite tanka



tanka editing assignment: write variations of 2 or 3 tanka from the Tanka to Edit 1

reading assignment: "Defining Tanka" & "About Taika" & "What is Tanka?" in *Tanka Teacher's Guide*

writing tanka: email five new tanka attempts

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for 9/22 (email due midnight Wednesday)

in class - tanka editing workshop 1

reading assignment: "Tanka Form" & "A Tanka Repair Kit" in *Tanka Teacher's Guide*

kukai response assignment: select your favorite 5-6 tanka from Kukai 2 and write a paragraph response to 2 favorites.

writing tanka: email five or more new tanka attempts to Dr. Brooks by midnight Wednesday

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for 9/29 (email due midnight Wednesday)

in class - tanka kukai 2

reading: Akiko Yosano, *Tangled Hair*, intro-tanka 56

response writing assignment: write a paragraph of your questions from the introduction and brief reader response paragraphs to two favorite tanka

kukai response assignment: write a ¶ response to your favorite 2 tanka from kukai 2 and email them to me by midnight Wednesday

writing tanka: write 5 or more haiku about complicated relationships or as imaginative spin-offs from some of Akiko's tanka

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for 10/6 (email due midnight Wednesday)

reading: Akiko Yosano, *Tangled Hair*, tanka 56-165

response writing assignment: write reader response paragraphs to one favorite tanka

reading: *Moon's Edge* by Natalie Perfetti (handout / PDF from Moodle)

response writing assignment: write reader response paragraphs to one favorite tanka

response comparison: write a comparison of one tanka by Akiko with one by Natalie

writing tanka: email five or more new tanka attempts to Dr. Brooks by midnight Wednesday

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for 10/13 (email due midnight Wednesday)

in class - tanka kukai 3 & introduction to the collaborative round-robin tanka sequence

reading: "Cicada Chorus" tanka trio by Randy Brooks, Carmella Braniger, and Aubrie Cox (download handouts from Moodle course) and "What Luck, A Summer Tanka Quartet" by Jackson Lewis, Carmella Jean Braniger, Randy Brooks & Joseph Bein.

response writing assignment: write a one-page response to one of the sequences, pointing out favorite tanka and threads

kukai response assignment: write a ¶ response to your favorite 2 tanka from kukai 3 and email them to me by midnight Wednesday

writing tanka: email 5-10 new tanka attempts by Wednesday midnight related to returns (homecoming, going home, back home, friends)

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for 10/20 (email due midnight Wednesday)

writing tanka in class – Collaborative tanka sequences with teams of (two teams of 3 and one team of 2 writers) WRITE A SEQUENCE OF 15-21 TANKA. Always indicate authors with name abbreviations. You may write one long sequence of 15-21 tanka or two shorter 7-link sequences.

reading: "Yosano Akiko" in *Modern Japanese Tanka*, pages 37-48

response writing assignment: compare translations (Ueda versus Goldstein) of a favorite tanka by Akiko

writing tanka: email five or more new tanka attempts to Dr. Brooks by midnight Wednesday. Try writing some tanka based on objects or things that are significant because of the memories or emotions they hold for you.

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for 10/27 (email due midnight Wednesday)

reading: *Modern Japanese Tanka*, intro through pages 36

response writing assignment: write a brief response to the introduction noting questions you have about modern Japanese tanka & write response paragraphs to 2 favorite tanka

writing tanka: email 5-10 new tanka attempts on fall break (I am especially interested in tanka that put us or take us to a special place for you and your closest friends or family and convey the aura of being there) by Wednesday October 23 to Dr. Brooks

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for 11/3 (email due midnight Wednesday)

reading: *Modern Japanese Tanka*, pages 49-96

response writing assignment: write response paragraphs to 2 favorite tanka

writing tanka: email 5-10 new haiku attempts by Wednesday October 28 to Dr. Brooks on emotions of growing older or changing personality or losing connections to the past

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for 11/10 (email due midnight Wednesday)

in class - tanka kukai 4

reading: *Modern Japanese Tanka*, pages 97-156

response writing assignment: write response paragraphs to 2 favorite tanka

writing tanka: email 5-10 new haiku attempts by Wednesday November 1 to Dr. Brooks

kukai response assignment: write a ¶ response to your favorite 2 tanka from kukai 4

extra credit: attend the Millikin Literary festival and write a short response about attending a poetry workshop or reading (dates & places tba)

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for 11/17 (email due midnight Wednesday)

reading: *Modern Japanese Tanka*, pages 157-204

response writing assignment: write response paragraphs to 2 favorite tanka

writing tanka sequence: send me an update on your collaborative sequence with friends or class partners as of Wednesday midnight November 15 (should have 12 or 15 links?)

writing tanka: email 5-10 new tanka attempts

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11/23 - no class - THANKSGIVING BREAK

for 12/1 (email due midnight Wednesday)

in class - matching contest 2 (Thanksgiving)

reading: *Modern Japanese Tanka*, pages 205-240

response writing assignment: write response paragraphs to 2 favorite tanka

matching contest - write about your favorite pair from Matching Contest 4

writing haiku: email 10 new haiku attempts by Wednesday midnight to Dr. Brooks on family and Thanksgiving

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for 12/8 (email due midnight Wednesday)

last day of class

bring: your signature tanka bookmark gift for exchange

bring: your tanka collection chapbook including your introduction, a title, and optional reader's introduction

reading response assignment: select your favorite tanka to go into your chapbook collection and share them with your reading buddy (or have your reading buddy help you select tanka to include in your collection) and write a title and introduction for your own collection and a response to a favorite by your tanka buddy. email me the tanka in final edit form and your exchanged introductions.

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Final Exam is a Millikin University Tanka Reading

time & place tba (probably around December 14)

bring: your tanka submission (5 tanka on a page with your name & address in upper left hand corner, in an envelope, with an Self Addressed Envelope inside). Please include two stamps in the envelope, but do not stick the on the envelope in case I submit your work to foreign countries. Leave the outside envelope blank and I will send it to the magazine I think will most likely be interested in publishing your work.

bring: your tanka collaborative sequence edited and ready to be read (make a beautiful foldout edition)

bring: friends to the reading. extra credit for every friend you bring!