



MILLIKIN UNIVERSITY®

ACCELERATED COURSE SYLLABUS

EN170 Zen Aesthetics & Haiku

February 21, 28, March 7, 21, 28, April 4, 11

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

GENERAL COURSE INFORMATION

Course Title: Zen Aesthetics & Haiku
Course ID: EN170-02 and EN170-P01
CRN: 30777 and 31145
Term: Spring 2017 (PACE & traditional students)
Dates/Time: Tuesday evenings
Time: 6:00 to 8:00 pm
Location: SH311
Credit Hours: 1

INSTRUCTOR INFORMATION

Instructor: Dr. Randy Brooks
Office: Shilling 209
Phone: (217) 424-6264 office
Email: rbrooks@mail.millikin.edu
Office Hours: 5-6 pm before or after class as needed or by appointment

PURPOSE OF THE COURSE

Course Description:

English 170, Zen Aesthetics & Haiku, is a one-credit creative writing workshop modeled after haiku writer groups. This workshop meets weekly to consider Japanese Zen aesthetics and how they apply to reading and writing of haiku in English. Our primary texts will be *Zen Art for Meditation*, a recent Red Moon Haiku Anthology, and *Haiku: the Art of the Short Poem*.

Students will read and write about Japanese Zen aesthetics and the haiku tradition, and try approaches to composing their own original haiku based on 12 tenets of Zen aesthetics.

Course Learning Goals, Outcomes & Objectives:

Writing Goals—The primary goal of this course is to plan, develop, and complete a haiku 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 aesthetics and English haiku traditions.

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 accelerated format course is a hybrid online and traditional course. It emphasizes a performance learning approach in which students read, share responses, write and perform their work for others. Students will engage as readers and writers exploring Zen aesthetics and the haiku traditions.

This accelerated course includes a (2-3 hour) assignment to be completed before the first class meeting. It also includes a (2-3 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 3-6 hours of work each week between class meetings.

(1) Pre-meeting face to face engagement (2-3 hours): go to following Podcast and enjoy listening to it. After listening to it, write about your realizations or questions about haiku.

<<http://www.haikuchronicles.com/podcasts/2012/03/e23-tea-talk-haiku-a-way-of-life>> (26 minutes)

Also answer these questions in your reflection—how can haiku be a means of learning to notice, observe or be more aware of your surroundings? How is haiku an art of awareness? Is haiku a way of life? What is that way of life? The haiku life?

(2) Post-meeting face-to-face engagement (2-3 hours): go for a walk or find a place to sit and observe things around you. Meditate or quietly sit and notice what's going on around you. Let yourself observe and feel and connect to your own feelings, memories and just write. Send me a reflection about your time & send some of the resulting haiku from being there.

Also write about what you have learned about yourself through this course on Zen aesthetics and meditation. What have you learned about haiku writing from this 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/ZenSpring2017/>>.

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.

- pre-engagement Podcast & responses (2/26 midnight) (2-3 hours)
- informal reader responses – due each Sunday by midnight before class (2-3 hours)
- haiku writing based on Zen aesthetics – due each Sunday by midnight before class (2-3 hours)
- Haiku Collection (4/2 midnight) (4-6 hours)
- post-engagement Ginko & responses (4/9 midnight) (2-3 hours)

Required Book from the bookstore:

- (1) *Zen Art for Meditation*. Stewart W. Holmes & Chimyo Horioka. Rutland, VT: Charles E. Tuttle, 1978. ISBN 978-0804812559.

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/ZenSpring2017/>>

The class assignments blog is located at:

<<http://performance.millikin.edu/haiku/courses/ZenSpring2017/assignments.html>>

Required Books from Bronze Man Books & Brooks Books (\$30.00 automatically billed through business office). These books will be distributed to you at the first class:

- (1) *Red Moon Haiku Anthology*, Red Moon Press.
 - (2) *Haiku: The Art of the Short Poem* by Taz Yamaguchi (includes DVD), (2008) Brooks Books
- free publications that are gifts from Dr. Brooks:**
MAYFLY haiku magazine issues & kukai competition award books
School's Out: Selected Haiku of Randy Brooks, (1999) From Here Press

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/ZenSpring2017/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 haiku from the reading assignments
(emailed responses due midnight Sunday before the class).
2. Critical reading discussion on Zen aesthetics and haiku poetics.
3. 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*:

on hands and knees
I follow a toad
down the parsley row

Jeff Ingram, *Mayfly* 59, 16

HOW LEARNING WILL BE ASSESSED

Assignments & Semester Grading Weight

All assignments are emailed to Dr. Brooks at <rbrooks@millikin.edu> and are due Sunday before each class.

Pre-engagement Assignment = 10%

Post-engagement Assignment = 10%

Informal Assignments & Participation = 50% (10% each week)

graded with a simple check-system (+) (v) or (-)

- o weekly haiku 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 Haiku — 30%

- 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

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 5-week face-to-face course (1 credit hour) is 3 hours.

Missed Assignments

Students are required to submit all assignments by email midnight 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, 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.

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 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 217-362.6416
- Tammy Maxwell, Assistant Director, Human Resources/Deputy Title IX Coordinator for Employees at tmxwell@millikin.edu 217.362.6416
- Raphaella Prange, Dean of Student Development/Deputy Title IX Coordinator for Students at 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 <<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:

Week One (out of class pre-engagement assignment)

1. Go to following Podcast and enjoy listening to it. After listening to it, write a response about your realizations or questions about a life of writing haiku.

<<http://www.haikuchronicles.com/podcasts/2012/03/e23-tea-talk-haiku-a-way-of-life>> (26 minutes)

Also answer these questions in your reflection—how can haiku be a means of learning to notice, observe or be more aware of your surroundings? How is haiku an art of awareness? Is haiku a way of life? What is that way of life? The haiku life?

<http://performance.millikin.edu/haiku/courses/ZenArt2017/assignments.html>

EMAIL your response writing to me by Midnight Sunday, 2/19 at: rbrooks@millikin.edu

Week Two (first face-to-face class)

1. Sharing and discussing haiku from *Mayfly 60* & introduction to *Zen Art for Meditation*.
2. Introduction to the history of haiku and haiku poetics & writing haiku.
3. In class reading: *Zen Art for Meditation*, tenet 1 – everyday things
4. In class response writing: select 2 favorite haiku. Be ready to discuss why you like them.

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/ZenArt2017/assignments.html>

- (1) Read the *Red Moon Haiku Anthology* & write reader responses to 3 favorite haiku
- (2) Read ZEN ART tenets 2 & 3 and write a response to a favorite haiku or artwork from each.
- (3) Write 3-5 haiku from your readings or the artwork from tenet 2 - perceptions
- (4) Write 3-5 haiku from your readings or the artwork from tenet 3 - everything

EMAIL your paragraphs & haiku by Midnight Sunday, 2/26 to me at: rbrooks@millikin.edu

Week Three

1. Sharing and discussing favorite haiku from *The Red Moon Haiku Anthology*.
2. Discuss responses from *Zen Art for Meditation*, tenets 2 & 3 – perceptions & everything.
3. Haiku editing workshop from attempts.
4. Kukai selection of favorites by each other.
5. In class reading & response writing: *Zen Art for Meditation*, tenet 4 – the self

see the web site assignments page **for week three:**

<http://performance.millikin.edu/haiku/courses/ZenArt2017/assignments.html>

- (1) Read the *Haiku: the Art of the Short Poem* & write reader responses to 3 favorite haiku
- (2) Read ZEN ART tenets 5 & 6 and write a response to a favorite haiku or artwork from each.
- (3) Write 3-5 haiku from your readings or the artwork from tenet 5 – collaborating with nature
- (4) Write 3-5 haiku from your readings or the artwork from tenet 6 – no ego

EMAIL your paragraphs & haiku by Midnight Sunday 3/5 to me at: rbrooks@millikin.edu

Spring Break (no class this week, March 14)

Week Four

1. Sharing and discussing favorite haiku from *Haiku: the Art of the Short Poem*.
2. Discuss responses from *Zen Art for Meditation*, tenets 5 & 6 – collaborating with nature & no ego.
3. Kukai selection of favorites by each other.
4. In class reading & response writing: *Zen Art for Meditation*, tenet 7 – true insight

see the web site assignments page for week four:

<http://performance.millikin.edu/haiku/courses/ZenArt2017/assignments.html>

- (1) Read the *School's Out* & write reader responses to 3 favorite haiku
- (2) Read ZEN ART tenets 8 & 9 and write a response to a favorite haiku or artwork from each.
- (3) Write 3-5 haiku from your readings or the artwork from tenet 8 - emptiness
- (4) Write 3-5 haiku from your readings or the artwork from tenet 9 – thinking versus acting

EMAIL your paragraphs & haiku by Midnight Sunday 3/19 to me at: rbrooks@millikin.edu

Week Five

1. Sharing and discussing favorite haiku from *School's Out*.
2. Reading responses from *Zen Art for Meditation*, tenets 8 & 9 – emptiness & thinking versus acting.
3. Kukai selection of favorites by each other.
4. In class reading & response writing: *Zen Art for Meditation*, tenet 10 – the unknown

see the web site assignments page for week five:

<http://performance.millikin.edu/haiku/courses/ZenArt2017/assignments.html>

- (1) Write a reader response to a favorite haiku from MAYFLY 61
- (2) Read ZEN ART tenets 2 & 3 and write a response to a favorite haiku or artwork from each.
- (3) Write 3-5 haiku from your readings or the artwork from tenet 11 – the moment
- (4) Write 3-5 haiku from your readings or the artwork from tenet 12 - words
- (5) Create a collection of your best haiku into a booklet & email the contents to me.

EMAIL your paragraphs, collection & new haiku by Midnight Sunday 3/26 to me at: rbrooks@millikin.edu

Week Six

1. Reading responses from *Zen Art for Meditation*, tenets 11 & 12 – the moment & words.
2. Final kukai selection of favorites by each other.
3. Sharing final collections.
4. In class collaborative writing – tan renga & rengay.

<http://performance.millikin.edu/haiku/courses/ZenArt2017/assignments.html>

Submission ready haiku emailed to me by Midnight Sunday 4/2 to me at: rbrooks@millikin.edu

Week Seven (out of class post-engagement assignment)

1. Go for a walk or find a place to sit and observe what is happening around you. Meditate or quietly sit and notice what's going on. Let yourself observe and connect to your own feelings, memories, or thoughts arising from this place and time. And just write. Send me a reflection about your time & place and send some of the resulting haiku from being there.
2. Also write about what you have learned about yourself through this course from Zen aesthetics and meditation. How will this course help as you develop a life of meaning and value? What have you learned about writing haiku from this course?

EMAIL your response writings by Midnight Sunday 4/9 to me at: rbrooks@millikin.edu