



# MILLIKIN UNIVERSITY®

## COURSE SYLLABUS

### EN335 Global Haiku Traditions

January 6-14, 2019 (no class Saturday or Sunday)

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

#### GENERAL COURSE INFORMATION

**Course Title:** Global Haiku Traditions  
**Class:** EN335  
**CRN:** 20010  
**Term:** January 2020  
**Dates/Time:** MTWRF – 1/6, 1/7, 1/8, 1/9, 1/10, 1/13, 1/14  
**Time:** 9:00 a.m. - 3:00 p.m. (with lunch break)  
**Location:** Shilling 422  
**Credit Hours:** 3  
**Web Site:** <<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/>>

#### INSTRUCTOR INFORMATION

**Instructor:** Dr. Randy M. Brooks  
**Office:** Shilling 209  
**Phone:** (217) 424-6264 office  
**Email:** rbrooks@mail.millikin.edu  
**Office Hours:** 8-9 a.m. before class or during lunch break

#### 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. 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://www.brooksbookshaiku.com/haiku>>

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

Students will explore the history and practice Japanese haikai 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 haikai 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 haikai 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.

Haikai 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 haikai 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.

### **English Department & College of Arts & Sciences Learning Goals:**

This course also fulfills an advanced study in poetry for English majors, and a literary studies course for the distribution requirement in the College of Arts & Sciences.

## LEARNING ENVIRONMENT

### Immersion Course

As an immersion course that meets daily from 9am-3pm, this course is an intensive class that emphasizes a multidisciplinary 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 & Web Site

This course is not a distance delivery course. Resources and the grade book are provided through Millikin University course management software, Moodle. There is also a course web site with a continuously updated assignment blog and sample of student performance learning at:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>

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

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.

### **Required Book to PURCHASE from the bookstore and bring to FIRST DAY of class:**

(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://www.brooksbookshaiku.com/MillikinHaiku/>>.

The class web site is located at:

< <http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJan2020/index.html>>

The class assignments blog is located at:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>

**Required Books from Dr. Brooks & Bronze Man Books** (\$80.00 course fees automatically billed through business office). These books will be distributed to you at the first class:

- (1) *The Art of Reading & Writing Haiku*, (2019) Brooks Books; ISBN 978-1929820177
- (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 (DVD), (2008) Brooks Books

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

*Selected Tanka of Randy Brooks*, (2019) From Brooks Books  
*kukai* competition award books and multiple handouts  
*MAYFLY* haiku magazine issues

## COURSE SCHEDULE & PLANS

### Course Organization

Keep in mind that the January immersion course is designed in an accelerated format. 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.

For a complete guide, see the course assignments blog at:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>

This course is organized as a continuous mix of reading haiku, discussing and writing responses to haiku, writing original haiku, collaborative writing of linked verse, competing with others writing haiku and completing creative projects related to the intertwined arts of reading and writing haiku.

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.

When referring to a haiku by any author for any assignment, 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

## Landmark Events & Due Dates

Pre-assignment (due midnight 1/5/2019 – Reflection from Aubrie Cox interview  
Haiku Reader Response Essay (due midnight 1/13/2019 – submitted by email  
Haiku Project (due midnight 1/14/2019 – presentation submitted by email  
Haiku Collection Chapbook (due midnight 1/14/2019 – email version submitted  
Post-assignment (due midnight 1/16/2019 – Review essay of 5 favorite haiku you have written  
Post-assignment (due midnight 1/16/2019 – Reflection essay on value of knowing haiku

See the a more complete schedule of events and assignments in the Schedule Appendix and on the course web site learning blog calendar:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>

## HOW LEARNING WILL BE ASSESSED

### Assignments & Semester Grading Weight

Assignments:

Informal Assignments & Participation (plus, check, minus)	40%
Contemporary Author or Topic Essay	20%
Haiku Collection	20%
Haiku Collection Preface (your haiku poetics)	05%
Haiku Project or Ginko	10%
Haiku submission ready in SASE	10%

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

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

### Grading Scale & Methods:

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

#### Informal Assignments, 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.

Course grades will be determined as follows: (A+=100, A=95, A-=90, B+=88, B=85, B-=80, C+=78, C=75, C-=70, D+=68, D=65, F=0)

### **Attendance & Participation**

Students who miss more than 25% of scheduled classroom time should withdraw from the course. Students who exceed the attendance policy and fail to officially withdraw from the course will receive 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.

25% of a 7-day course with 42 scheduled contact hours is 10 hours.

### **Missed Assignments**

Missed assignments are recorded as zero points, with a maximum of 50% if late assignments are submitted soon after the due date.

## **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 Center for Academic and Professional Performance at Millikin University, located in University Commons 312.

#### **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.

#### **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.

#### **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 Center for Academic and Professional Performance 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 Center for Academic and Professional Performance, the University Writing and Math Centers offer students intensive support in these subject areas.

#### **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 on a temporary basis 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 will receive a refund of charges assessed by the University through the refund schedule posted in the Academic Bulletin. After week six of any given semester, there is no refund. 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 environment and students should feel comfortable giving thoughtful, honest feedback without fear of retaliation.



## January 2020 Immersion Course Schedule:

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. 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, *To Hear the Rain*, 93

## Pre-assignment (due midnight 1/5/2020 – Reflection from Aubrie Cox interview)

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### Day One – January 6, 2020– Introduction to the Art of Reading Haiku

1. Sharing and discussing haiku from *Mayfly*
2. Sharing and discussing haiku from Peggy Lyles handout, *To Hear the Rain*
3. Extended sensory memory approach to writing haiku.
4. Sharing and discussing haiku from George Swede handout, *Almost Unseen*
5. Sharing and discussing haiku from Wally Swist, *The Silence Between Us*
6. Discussion of key characteristics of haiku and haiku poetics.
7. Matching comparison approach to haiku criticism.

see the web site assignments page:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>  
EMAIL your paragraphs & haiku by Midnight January 6 to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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### Day Two – January 7, 2020– Reading & Writing American Haiku

1. Haiku comparisons and the genesis of discourse from Lyles, Swist & Swede.
2. Kukai 1 selection of favorites.
3. Sharing and discussing haiku from *The Haiku Anthology*
4. Discussing strategies for writing haiku from Lyles & Gail Sher's *Guide for Beginning Haiku*.
5. Writing and editing haiku workshops.

assignments for day three:

EMAIL your paragraphs & haiku by Midnight January 7 to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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### Day Three – January 8, 2020– Reading Japanese Haiku

1. Sharing and discussing haiku from *The Red Moon Haiku Anthology*
2. A Short introduction to Japanese haiku from *Rei Fu's translations of Japanese Haiku* handout.
3. Kukai 2 selection of favorites.
4. Sharing and discussing haiku from Masajo Suzuki's *Love Haiku*.
5. Sharing and discussing favorite haiku from handout on *Matsuo Bashō*, Chapter 1
6. Matching contest on exercise and health.

assignments for day four:

EMAIL your paragraphs & haiku by Midnight January 8 to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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**Day Four – January 9, 2020– Basho & Origins of Haiku & Planning Reader Response Essays**

1. Sharing haiku fiction stories.
2. Sharing and discussing favorite haiku from handout on *Matsuo Bashô*, Chapter 2
3. Matching contest on relationships.
4. Kukai 3 selection of favorites.
5. Reading & viewing DVD: *Haiku: Art of the Short Poem*.
6. Guidelines to writing contemporary haiku essay proposals.

**assignments for day five:**

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>

EMAIL your paragraphs & haiku by Midnight January 9 to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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**Day Five – January 10, 2020– Reading & Writing Linked Verse (renku)**

1. Sharing contemporary haiku essay plans.
2. Sharing and discussing favorite linked verses from handout on *Matsuo Bashô*, Chapter 3.
3. Workshop on writing tan-renga.
4. Reading and discussing *Haiku Guy* (5 approaches to writing haiku).
5. Collaborative writing mad-verse kasen renga (round robin style).
6. Kukai 4 selection of favorites.
7. Workshop on writing rengay with partners.
8. Sharing and discussing haiku from *The Millikin University Haiku Anthology*.
9. Planning the haiku projects.

**assignments for day six:**

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2020/assignments.html>

EMAIL your haiku essay, favorite from *School's Out* and kasen renga by Midnight Sunday to me at:

[rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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**no class Saturday or Sunday**

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**Day Six – January 13, 2020– Reader Response Essays & Writing a Kasen Renga**

1. Present your contemporary haiku essay.
2. Read and discuss *School's Out* by Randy Brooks.
3. Read and write a traditional literary kasen renga (kukai style).

**assignments for day seven:**

EMAIL contents of your haiku project & haiku collection, preface & submissions by Midnight January 13 to me at: [rbrooks@millikin.edu](mailto:rbrooks@millikin.edu)

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**Day Seven – January 14, 2020– Reading of Haiku Projects & Collections**

1. Sharing haiku projects.
2. Sharing final collections & signature haiku gift exchange.
3. Final reading.
4. Submission-ready haiku in printable email.

Post-assignment (due midnight 1/16/2020) – Review essay of 5 favorite haiku you have written

Post-assignment (due midnight 1/16/2020) – Reflection essay on value of knowing haiku