MILLIKIN UNIVERSITY®

COURSE SYLLABUS

EN335 Global Haiku Traditions
January 4 – January 24, 2021

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

GENERAL COURSE INFORMATION

Course Title: Global Haiku Traditions
Class: EN335-01
CRN: 50036
Term: January 2021
Dates/Time: ONLINE synchronous: MW 6:30-7:30pm – 1/4, 1/6, 1/11, 1/13, 1/18, 1/20
Dates/Time: ONLINE asynchronous: 1/4 – 1/24
Location: online
Credit Hours: 3
Web Site: <http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2021/>

INSTRUCTOR INFORMATION

Instructor: Dr. Randy M. Brooks
Office: Shilling 209
Phone: (217) 424-6264 or (217) 358-1294
Email: rbrooks@mail.millikin.edu

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 study 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/MillikinHaiku/courses>.

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 also has been approved to fulfill the **Creative Arts** requirement for University Studies that students will:

1. investigate discipline-specific creative processes;
2. analyze the art using discipline-appropriate vocabulary; and
3. evaluate how art relates to an individual life of meaning and value.

Creative Arts Requirement Catalog Description:
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. Students develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly. This non-sequential requirement can be met with any creative arts course that blends experiential, theoretical, and reflective approaches.

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.

ICS Catalog Description:

This two-course requirement focuses on cultures and social structures outside the United States. It may be satisfied by courses in modern language, internationally focused courses from a variety of disciplines, study abroad courses, or a combination of these. Culture refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Social structures refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Each course must address culture and/or social structure.

English Department & College of Arts & Sciences Learning Goals:

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

LEARNING ENVIRONMENT

Online (synchronous and asynchronous) Immersion Course

As both a synchronous and asynchronous online immersion course there are six required ZOOM class meetings on Monday and Wednesday evenings from 6:30 to 7:30 pm. The rest of the assignments can be completed as asynchronous assignments based on posted due dates.

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 a distance delivery course. Reading resources and peer student work and the grade book are provided through Millikin University course management software, Moodle. You will need to log onto Moodle to download most reading assignments. There is also a course web site with an assignment blog at:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2021>.

The course requires frequent submissions of written responses and haiku writing at attachments to the instructor, Randy Brooks at rbrooks@millikin.edu.

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. 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.

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/globalJanuary2021/>

The class assignments blog is located at:

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2021/assignments.html>

COURSE SCHEDULE & PLANS

Course Organization

Keep in mind that the online immersion course is designed for completion of daily work for three weeks. The course meets SYNCHRONOUSLY by ZOOM six times: (MW 6:30-7:30pm).

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

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2021/assignments.html>

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

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
Haiku Reader Response Essay due midnight 1/20/2021 – submitted by email
Haiku Project due midnight 1/21/2021 – submitted by email
Haiku Collection Chapbook (due midnight 1/22/2021 – email version submitted
Final Reflection 1 (due midnight 1/24/2021 – Review essay of 5 favorite haiku you have written
Final Reflection 2 (due midnight 1/24/2021 – Reflection essay on value of knowing haiku

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

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalJanuary2021/assignments.html>

HOW LEARNING WILL BE ASSESSED

Assignments & Semester Grading Weight

Informal Reader Response Writing & Haiku Writing (most classes) ..... 200 points
Contemporary Haiku Reader Response Essay ..... 100 points
Haiku Collection ..... 100 points
Haiku Collection Poetics Preface on YOUR Art of Writing Haiku ..... 20 points
Submission Ready Haiku ..... 20 points
Final Reflection 1 ..... 20 points
Final Reflection 2 ..... 10 points

CARS Assessment Artifact Assignments:

- Contemporary Haiku Essay (mid-term) ..... 100 points
- Haiku Collection (paper booklet & by email) ..... 100 points
- Final Reflection 1 (ethical reasoning on value of haiku) ..... 10 points

ICS Assessment Artifact Assignments:

- Compare matched haiku by Japanese & an English haiku poets ..... 10 points
- Compare Japanese aesthetics & approaches to writing haiku in *HAIKU GUY* ..... 10 points
- Reader responses to Basho's haiku and poetics ..... 10 points
- Tan-renga (writing linked verse following Japanese traditions) ..... 20 points

ALL assignments are to be turned in as digital copies by email attachment to rbrooks@millikin.edu

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 & Late Assignments

This is an online class, but there are due dates for assignments to spread your homework over the four weeks of the course.

Students who do not engage in daily online assignments will be academically withdrawn from the course. If you know you will need to miss a day or two, please let me know ahead of time.

Millikin University Syllabus Student Guidelines
for All Courses

TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION

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 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

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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.

MILLIKIN UNIVERSITY WELL BEING GUIDELINES

CREATING AN EQUITABLE AND INCLUSIVE LEARNING ENVIRONMENT

Dignity and respect for individuals, and dedication to a diverse and inclusive community are among the core values that shape the work we do at Millikin University including our work together in this class. All employees of the university strive to assure that we live by these core values and abide by the requirements of the law to protect people against discrimination or mistreatment. This requires active attention and involvement from every member of the Millikin community, and that all members of the community, especially students, are empowered and comfortable sharing information and reporting concerns. Faculty members work with students as teachers, mentors, and advisors, but there are also times when faculty members are required to report information that may be shared with them, especially if it involves gender-based violence and sexual misconduct or information about a crime that may have occurred on the Millikin campus. It is very important for you to know about the University policies and reporting mechanisms available to you help assure that Millikin is the best university community it can be. The following paragraphs detail specific information about university commitments and ways in which you can report problems of this type.

Title IX, Sexual Misconduct, and Gender-Based Violence

Millikin University is committed to creating 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. Gender-based violence is defined by any action (sexual or not) that is motivated by the gender-identity of the victim. Gender-related violence

includes domestic violence, dating violence, and stalking. The sexual misconduct guidelines in the student handbook govern these offenses as well. If you or someone you know is a victim of sexual misconduct or gender-based violence, or you know of an alleged incident, you can speak to someone CONFIDENTIALLY by contacting Growing Strong Sexual Assault Center 217-428-0770, and can file a report directly to any one of the following:

- Diane Lane, Director of Human Resources/Title IX Coordinator @ dlane@millikin.edu ; 217-362-6416;
- Raphaella Prange, Vice President for Student Affairs/Deputy Title IX Coordinator for Students @ rpalmer@millikin.edu ; 217-424-6395;
- Electronic reports can be submitted confidentially to TitleIX@millikin.edu. Electronic reports will be responded to within 12 hours.
- Campus Conduct Hotline, an anonymous reporting line, 866- 943-5787 or the online system: http://www.intouchwebsite.com/CCH1959

It is important to remember that all Millikin University employees are designated as mandatory reporters under Title IX. This means that if you share information related to an incidence of sexual misconduct or gender-based violence, any faculty member will be required to report that information to our Title IX coordinators. The University's initial concern is for the survivor's physical well-being. Students who have been victims of sexual misconduct or gender-related violence are strongly encouraged to seek medical treatment immediately at the emergency room at Decatur Memorial Hospital or St. Mary's Hospital. Students may also seek support through our Student Mental and Behavioral Health Services staff at 217-424-6360. For more information and resources go to: https://millikin.edu/campus-life/student-resources/policies-standards/sexual-misconduct

Disabilities Accommodations Policy

Please address any special needs or special accommodations with your instructor 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, located in University Commons 312.

Gender Expression and Identity

At Millikin you have the right to define your own identity. You have the right to be called by the name you wish, and for your name to be pronounced correctly. You have the right to ask to be referred to by the pronoun that makes sense to you. You have the right to adjust those things at any point in your education. Students whose preferred names do not match their state issued identification may have their preferred name placed on their Millikin student identification card, their student email account, and diploma. Students must make these requests by contacting the Dean of Students Office at 217-424-6395. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact your instructor privately without fear of reprisal.

Bias Incidents or Discriminatory Practices

Millikin University respects and values diversity. At Millikin, diversity is understood in broad terms, including race, ethnicity, socio-economic status, gender, disability, national origin, religion, sexual orientation, and age.

Through ongoing efforts to recruit diverse students, staff, faculty, and administrators and by creating an environment that values diversity, Millikin seeks to provide an engaged learning community in which diversity enhances the total educational experience.

Any student that feels belittled, disrespected, threatened, or unsafe because of their identity or background needs to report such incidents. Millikin's response will include engagement in educational dialogue and constructive action to address bias incidents. Confidential reporting options include utilizing the Campus Conduct Hotline via toll- free phone (866) 943-5787 or the online system: http://www.intouchwebsite.com/CCH1959. In addition, for faculty/staff related complaints, students may file a grievance with Human Resources, 217-362-6416. For student related complaints, students may also contact the Vice President for Student Affairs, 217-424-6395.

Student Well-Being

As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, Millikin provides free and confidential counseling and resources to all enrolled students through Student Mental and Behavioral Health Services located in the Millikin/DMH Clinic, 217-424-6360.

Coronavirus Guidelines and Attendance Policy

Students or faculty that are ill should NOT attend or hold face-to-face classes or meetings. If you experience any combination of the following symptoms, you should contact your primary care provider or the DMH Health Clinic at 217-424-6360.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19. You should explain your symptoms to your primary care provider or the DMH Health Clinic so they can determine whether you should be tested for COVID-19, and how long you should self-quarantine. You are not required to show documentation that you have seen a healthcare professional. Faculty who hold face-to-face class who are symptomatically ill or under quarantine should be reported to their academic chair or dean.

You will not be penalized for missing a face-to-face class due to symptomatic illness or under quarantine but are still required to complete assigned work. You may be assigned additional work to engage in course material missed during class. You should take note of the Academic Dishonesty policy in this syllabus as it relates to lying to or misleading faculty as it relates to course engagement and attendance.

For Students Who Need to Attend Remotely

If you have an underlying health condition or have increased risk factors, you may choose to engage in this class remotely without meeting face-to-face. Alternative activities will be required to measure your engagement in the course. To elect this option, contact the instructor for more details.

Classroom Health and Safety - Required for face-to-face instruction

It is the shared responsibility of everyone in this course to maintain health and safety guidelines to reduce the risk of spreading COVID-19 and other illnesses. To that end, you have the responsibility to not only adhere to the safety guidelines listed below, but also to hold your classmates and faculty accountable. With compassion, bring noncompliance to their attention and remind them that it is to everyone's benefit to follow the health and safety guidelines outlined. The instructor reserves the right to ask noncomplying students to leave the classroom at any time. You have the right and responsibility to report non-compliance of the instructor to their department chair, director, or dean.

- Students and faculty are required to wear a face mask, shield, or use an appropriate barrier at all times.

- Students and faculty are required to maintain 6 feet of social distance from one another at all times.

- Students and faculty will jointly clean and sanitize equipment, furniture, instructional and meeting spaces with supplies provided by the University. At the end of each class, you will be expected to wipe down surfaces and ensure that the area you used is free of any papers, wrappers, bottles, trash, etc.

If you have an underlying health condition or increased risk factors, you may wear additional personal protective equipment (PPE) beyond a mask. In doing so, you will not be discriminated against. It is possible, however, that assignments or projects may be modified to accommodate additional PPE.

Academic Dishonesty - Addendum to Existing Policy

Given the aforementioned leniency regarding attendance policies, the instructor is placing inherent trust in you to report missed class meetings accurately and truthfully. Misrepresenting your symptoms or quarantine status will be treated as an act of academic dishonesty as outlined in the university bulletin.

You are not allowed to share or reproduce any electronic content from this course. Doing so will result in a failing grade or an XF for egregious incidents. For example, sharing clips of video or audio to social media (even if it is very funny!) is prohibited and will result in an F for the course.