



School of Writing, Languages & Cultures
COURSE SYLLABUS
HN 202-01 – Global Haiku Honors
CRN: 10914
Term: Fall 2024

General Course Information

Dates/Times: TR 11:00am – 12:15pm
Location: SH422
Credit Hours: 3

Instructor Information

Instructor: Dr. Randy Brooks
Office: SH434
Email: rbrooks@millikin.edu
Office Hours: TR 10:00 – 11:00am

Purpose of the Course

Course Description:

HN202 Honors Humanities Seminar: 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/MillikinHaiku/>>.

Course Learning Outcomes:

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

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

Haiku arts stress the importance of an active reader to “finish” the haiku in their own mind. The active response to a haiku is to share your imagined response, or to create another haiku or extension of the original haiku. This process of connecting personal experiences, memories and feelings to the haiku by

others helps students explore their own lives, memories, feelings and values. As students practice the art of reading and writing haiku, they discover that the haiku arts are not the exclusive domain of professional writers. They discover that haiku is a possible means of developing a personal life of meaning and value from their own reading responses and through the writing of their own original haiku.

University Studies Learning Outcomes (if applicable):

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.

Key artifacts for assessment include: (1) a collection of original haiku, (2) a reader-response essay on haiku, and (3) final reflections on the impact of haiku on professional and personal life.

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.

Key artifacts for assessment include: (1) reader responses comparisons of Japanese and English haiku poets, (2) writing original linked verses following Japanese traditions, and (3) a reflection on Japanese haiku poetics.

Learning Environment:

Honors Seminar

As an honors seminar, this course 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/globalFall2024/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 Books from the Bookstore:

none – all books provided by the instructor

Course Materials Provided By The 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/globalFall2024/>

Course Schedule & Plans

Course Organization:

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

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalFall2024/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 in your reading responses, please use the following means of citation. Always type the entire haiku (DO NOT CHANGE CAPITAL LETTERS or CHANGE WORD SPACING!). Then include the author and the publication source. For example, here is a haiku by Peggy Lyles from her book, *To Hear the Rain* (you could abbreviate this as *THTR*):

I brush
my mother's hair
the sparks

Peggy Lyles, *To Hear the Rain*, 93

Landmark Events & Due Dates:

- (1) Team genre activity project – 4th week
- (2) Contemporary haiku reader response essay – post-midterm
- (3) Writing collaborative Kasen linked verse – 11th week
- (4) Haiku project – 13th week
- (5) Haiku collection & preface on the art of writing haiku – last day of class
- (6) Signature haiku haiga – last day of class
- (7) Final haiku reading & submissions – final exam
- (8) Final reflection assignments – finals week

How Learning Will Be Assessed

Assignments & Semester Grading Weight

<http://www.brooksbookshaiku.com/MillikinHaiku/courses/globalFall2024/assignments.html/>

Informal Reader Response Writing & Haiku Writing (most classes)	(10 each day) points
Haiku Collection Poetics Preface on YOUR Art of Writing Haiku	20 points
Haiku Project	100 points
Signature Haiku Haiga	20 points
Submission Ready Haiku	20 points
Final ZOOM Reading.....	20 points
Final Reflection 2 (creative works self-evaluation)	20 points

Creative Arts 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, poetics & linked-verse	10 points
Kasen Renga (writing linked verse following Japanese traditions)	20 points

Grading Scale & Methods:

ALL assignments are to be turned in as digital files by email. (Use your SAVE AS function and choose "Rich Text Format" or "DOC" for digital files emailed to <rbrooks@millikin.edu>. Please use RTF or DOC formats. Ask for help on formats if needed.

Formal Assignments:

The other assignments are considered formal which means that they should be printed, carefully edited, revised, prepared 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.
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

I am very strict about attendance. You are allowed three absences without penalty. After three absences, you are considered to be excessively absent and five per cent of your semester grade will be subtracted from your semester score for each day of excessive absence. Of course, extended illness will be exempt to this absence policy, usually resulting in an incomplete for the semester.

Please be respectful to your faculty and fellow students by not carrying on conversations that are not a part of class discussion. Be prepared for class and group meetings. Please, no children or disruptive interruptions. Please turn cell phones to silent or vibrate mode and properly dispose of your trash by the end of class.

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 Student Guidelines for All Courses

Full University-wide policies may be found at the following link: www.millikin.edu/syllabus-policy-language or via QR code:



These policies focus upon the following areas:

- Technical, Classroom, And College Policy Information
 - University Commitment to Student Success
 - Academic Integrity Standards
 - Disruptive Behavior Policy
 - Distance Delivery Components
 - Dropping a Course and the University Withdrawal Policy
 - Course Evaluations
- Millikin University Well Being Guidelines
 - Creating an Equitable and Inclusive Learning Environment
 - Title IX, Sexual Misconduct, and Gender-Based Violence
 - Disabilities Accommodations Policy
 - Gender Expression and Identity
 - Bias Incidents or Discriminatory Practices
 - Student Well-Being