



**ENG 110**  
**Midwest**  
**Gothic**



Spring 2019  
3 Credits  
TTh 1-2:20  
M220

Dr. Patricia Oman  
M07B  
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W 1-4

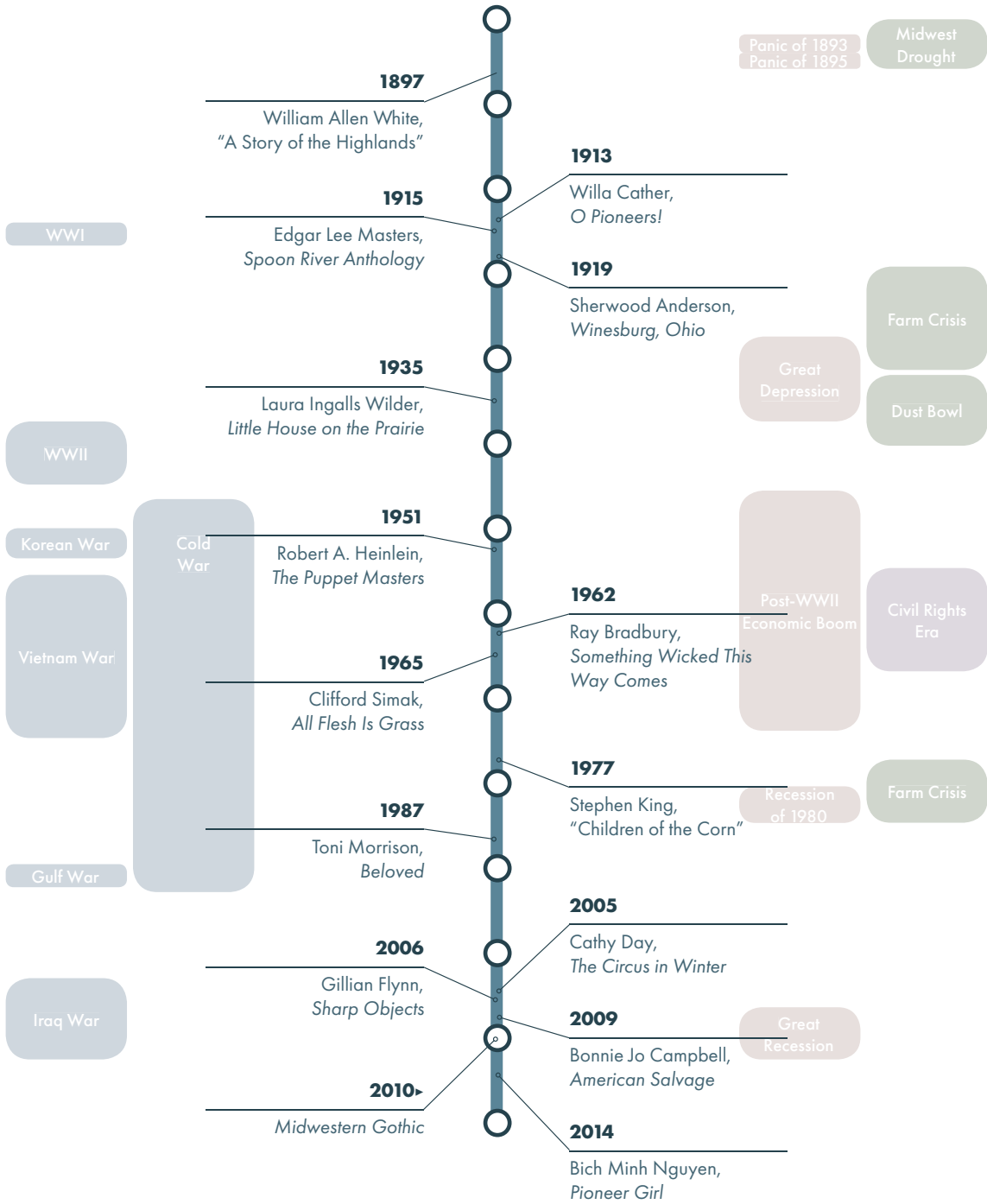
English major  
English minor  
LAP - Literature

**Previous spread:**

Still from *The Wonderful  
Wizard of Oz*  
(MGM, 1939).

What do you think of when you think of the Midwest: Farms? Small towns? Fly-over country? This course explores depictions of the Midwest you might not be familiar with—the Gothic Midwest. We'll explore Gothic depictions of the Midwest in literature and visual culture throughout the 20th c. to understand the origins of today's Midwest Gothic.

Although the course timeline is fairly structured, students will have quite a bit of choice throughout the semester—choice in readings and choice in assignments. Students should bring a laptop or similar electronic device to class everyday.



## Assignments

10%	Engagement Self-Assessments
10%	Check-Ins
45%	Close Readings
20%	Unit Poster
15%	Final Essay

### Engagement Self-Assessments (10%)

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Engagement refers to being present for and participating in class, preparing assigned readings before they are due, and completing in-class activities. Twice each semester students will turn in a reflective essay (500-700 words each), assessing their engagement with the class and giving themselves a grade. These are the grading criteria:

- A. Student has few if any absences, has kept up with the reading, regularly participates in class, and contributes to the learning of other students.
- B. Student has few if any absences, has kept up with most of the reading, and participates regularly in class.
- C. Student may have a few absences, has kept up with most of the reading, and sometimes participates in class.
- D. Student probably has a few absences, has not done much of the reading, and rarely participates in class.
- F. Student probably has many absences, has not done much reading, and does not contribute much to class discussions.

### Check-Ins (10%)

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Students will have scheduled check-ins at the end of each unit. Check-ins will take place in the first 10 minutes of class and cannot be made up if a student is late or absent. They will be written/ designed by students in groups and may be

creative, as long as they assess or encourage the course learning outcomes. Check-ins must be approved by Dr. Oman ahead of class.

### Close Readings (45%)

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Close Readings are assignments in which students answer writing prompts with short essays. Each Close Reading will include 4-5 writing prompts and will be distributed to students one week before the assignment is due. This assignment assesses students' ability to apply the concepts we learn about in class and in readings and to analyze literature. Students will be assessed on the following criteria:

- Critical analysis
- Direct evidence
- Evidence of familiarity with the terms we have been discussing this semester
- Focus
- Direct responses to the questions being asked
- Grammar, mechanics

Dr. Oman will write the questions for the first Close Reading, but students will write the questions for subsequent Close Readings. As with check-ins, questions for the Close Readings may be creative as long as they assess students' ability to apply and analyze the literature we are reading.

### Unit Poster (20%)

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This course is organized into five units: The Prairie/The Frontier, Revolt from the Village, Cold War Invasion, The Supernatural, and 21st Gothic Midwest. Students will be assigned to one of five groups corresponding with the units. Each group will create a poster defining the important concepts for that unit. Posters will be presented digitally to the class for comment and critique. Each group will then have the opportunity

to revise their poster before printing. Printed posters will be displayed and presented during the Humanities year-end student conference. Here are the guidelines for the project:

- Size: 42" x 36"
- Medium: Finished poster will be printed (with Dr. Oman's help)
- Poster must incorporate text and image
- All significant concepts related to that unit should be defined
- All sources must be cited

*Note:* There are many programs you can use to create the poster: PowerPoint, InDesign, etc. Here are a few helpful hints for the design:

- Limit the number of fonts you use – two maximum
- Make sure all text is legible (i.e., dark font on a light background, light font on a dark background)
- Use a consistent color palette

In addition to creating the poster, each student in the group will turn in a reflective essay (1400-1750 words) that assesses the following criteria:

#### **Group**

- Describe the group's process for creating the poster.
- Explain how the poster meets the assignment goals – Does it define concepts accurately? Does it combine text and image effectively? Would someone outside the class understand the course's concepts from the poster alone?

- What grade does the group deserves for this assignment?

#### **Individual**

- Explain your individual contribution to the project.
- Did you contribute to the learning of your fellow group members?
- What grade do you deserve for your individual contribution to the project?

#### **Final Essay (15%)**

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This assignment has two parts:

##### *Part 1*

Choose one of your short essays from the Close Reading assignments and expand it into a focused and developed essay (1400-1750 words).

The essay will be assessed on the following criteria:

- Critical (i.e., analytic) thesis about the text
- Direct evidence to support the thesis
- Evidence of familiarity with the terms we learned about this semester
- Focused paragraphs
- Organization
- Grammar

##### *Part 2*

In addition, students will turn in a reflective essay (~700 words) describing how their essay meets the course outcomes: remember, understand, apply, and analyze. The reflective essay should give direct evidence from Part 1.

## **Expectations and Teaching Philosophy**

The classroom should be a place where students can engage openly in discussion and try out new ideas without fear. I expect you to practice open-

mindedness and be willing to reassess your own opinions and beliefs in light of others' ideas. This does not mean that I want you to think like

I do. Rather, we should all be willing to listen sympathetically and critically to others. Overall, your goal is to go beyond your emotive or “gut” responses toward an intellectual response that acknowledges multiple viewpoints on issues. A couple of ground rules:

- Inflammatory or derogatory comments are not appropriate. It’s okay to disagree with someone—in fact, disagreement is a necessary part of discussion!—but you should treat all

students and the instructor with respect at all times.

- Keep in mind that this class is a collaborative learning environment. Talking on the phone, texting, surfing the Internet, and engaging in other activities not related to class are rude and may affect the learning of other students. Be considerate.

Any students who are disrespectful to others will be asked to leave the classroom and will receive an absence for the day.

## Course Policies

### Class Attendance

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Attendance is required and will be recorded every day. Any absence can negatively affect your homework and participation grade, but absences also end up negatively impacting your writing. Five absences of any kind will result in failure of the course. If you know that you will miss class because of college-approved activities, make sure that you do not go beyond your four free absences. Arriving more than 10 minutes late will result in an unexcused absence. Consistent tardiness is likely to have a negative effect on your homework and participation grade.

If you must miss class because of sports or some other official college activity, it is your responsibility to make arrangements to turn in assignments ahead of time and to find out from a fellow student what you missed in class. I will not spend time reiterating to individuals what I have already said in class.

### Preparation and Engagement

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I expect you to read or write all of your assignments on time, annotate them before discussing them in class, and be present intellectually for all

discussions. Being unprepared for class may result in a recorded absence.

### Academic Honesty and Responsibility

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All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. See the Student Handbook/Planner for more information.

### Communication

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I look forward to communicating with each of you this term, but please keep in mind that I do not live in my office and that I have other professional and personal responsibilities besides teaching this class. If you wait until the last minute to contact me, I may not be able to help you.

### Office Hours

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You are welcome to stop by my office anytime during the regular business day, but keep in mind that I spend a lot of time in classes and meetings. My scheduled office hours are the only time I am guaranteed to be there. If you are unable to make office hours and don’t have any luck catching me at



other times, please email to make an appointment. I would be more than happy to meet with you.

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### **Email**

I am happy to answer your questions and I will generally respond to emails within 24 hours, but please understand that I am not on call 24/7:

- I understand that college life can be all-consuming for students, but I am no longer a student. For my own sanity, I will not interrupt my dinner or evening plans to respond to a last-minute question. Please plan accordingly.
- I will not respond to emails that are discourteous or overly informal. Please include a brief salutation (e.g., “Dear Professor Oman,” “Hello Dr. Oman”) and explain your question or comment briefly. (I’m not your bro or your mom, so no texting lingo.)
- Check the syllabus before firing off an email. I will probably ignore questions that are answered clearly by the syllabus. If you have consulted the syllabus and still aren’t sure, then it is appropriate to ask for clarification. Otherwise, read the syllabus.
- If you are asking about a time-sensitive issue (e.g., a letter of recommendation), please let me know about any important deadlines. However, I will not respond favorably to directions such as “right away” or “ASAP.” I try to answer all emails in a reasonable amount of time. (I do get distracted, though. A politely worded reminder is a-okay.)

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### **Turning in Assignments**

Unless noted otherwise on the syllabus, all assignments must be turned in electronically through Canvas. I will not accept emailed

assignments, so make sure you are able to post files to Canvas.

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### **File Types and Names**

All files must be in an appropriate format and must be named clearly. Please use common applications such as Word (.doc, .docx) or Google docs so that I will be able to open your files. Please make sure that your files are also named appropriately. If you turn in a file called “Paper 1.doc” I will not be able to determine quickly who the author is. Each file should be named with the author’s last name and the name of the assignment; for example, “Smith\_Essay 1.doc”

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### **Late Assignments**

Late assignments will not be accepted without prior permission from the instructor.

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### **Paper Format (House Style)**

I’m not a stickler for formatting, but you should be considerate about the formatting of your papers/ files. Here are a few general guidelines

- Put your name on your essay.
- Double-space so that I have room to comment.
- Number all your pages.
- Write in focused paragraphs.
- Use good grammar.
- Give your file a name that would make sense to me.

The following is an example for the header on page one:

Your name  
Professor Oman  
English 110  
Date

## Studio 200: Designing the Learning Experience

### Hastings College Disability Services for Students with Disabilities or Students Who Are Pregnant

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Students with disabilities or those who are expecting have a right to a confidential discussion of their individual needs for academic accommodation with Studio 200's staff. It is the policy of Hastings College to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant.

To receive learning support and accommodation services, students must contact Dr. Maggie Callahan, Director of Studio 200, and Emily Dunbar, Transition Specialist. Studio 200 will facilitate onboarding of any previous learning support plans as students transition into college-level appropriate accommodations. Dr. Callahan and Mrs. Dunbar can be reached at: [studio200@hastings.edu](mailto:studio200@hastings.edu) or during regular Studio hours. Please note: until renovations in Kiewit are completed, any student experiencing accessibility issues with Kiewit may schedule meetings with Studio 200 staff by sending an email. Staff will meet students wherever they need to be met on campus.

### Title IX

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Title IX is a Federal civil rights law that prohibits discrimination on the basis of sex or gender in all Hastings College programs and activities. Title IX also prohibits discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. LGBTAI (lesbian, gay, bisexual, transgender, asexual, or intersex) students are among those protected by Title IX. For more information on Hastings College policies and procedures, please go to: [www.hastings.edu/hccares](http://www.hastings.edu/hccares).

If you have been the victim of sex or gender based harassment, discrimination, sexual misconduct, sexual assault/violence, dating/domestic violence or stalking, you are encouraged to seek support and report this activity. There are multiple ways to make a report:

- Reporting an incident to the Campus Health nurse or to a professional, licensed counselor or pastoral counselor who provides mental-health counseling to members of the Hastings College community is considered a privileged report and information is not required to be conveyed to the Title IX Coordinator or to the Deputy Title IX Coordinator. Contact information for these individuals:
  - Hastings College Chaplain: Rev. Damen Heitmann, 402-461-7769
  - Director of Counseling Services: Jon Loetterle, MEd, 402-461-7424
  - Counselor: Stephanie Pershing, MA, 402-461-7424
  - Director of Campus Health Services: Beth Littrell, 402-461-7372
- Reporting an incident to a faculty member, who are mandatory reporters, means they must notify the Hastings College Title IX Coordinator about the basic facts of the incident to help ensure that your safety and welfare are being addressed.
- All students who believe they have been harassed, discriminated against because of their sex or gender, or involved in a sexual misconduct/violence incident are asked to contact Kari Fluckey, Director of Human Resources and Title IX Coordinator in the Office of Human Resources at 402-461-7300 or by email at [kfluckey@hastings.edu](mailto:kfluckey@hastings.edu) or [hccares@hastings.edu](mailto:hccares@hastings.edu).

## **Title IX and Pregnancy**

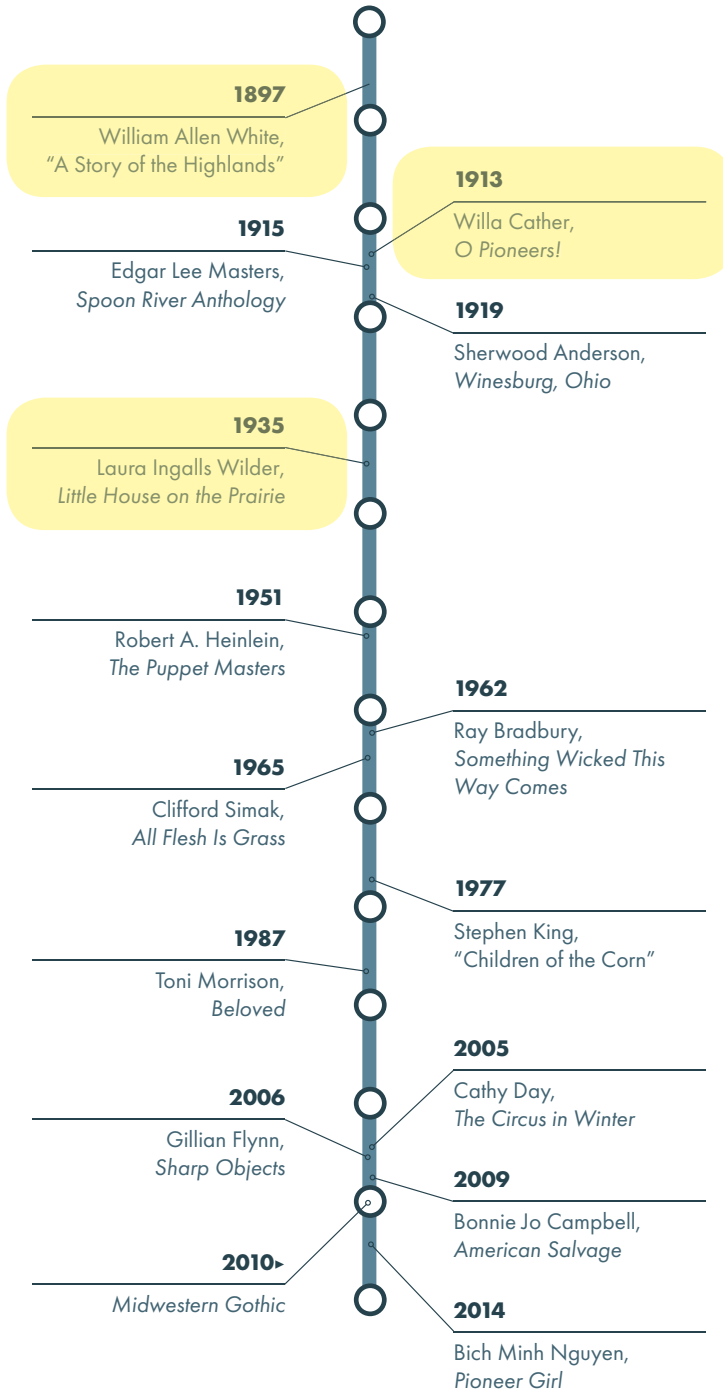
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Those needing accommodation due to pregnancy are protected through Title IX and are encouraged to visit with Emily Dunbar, Transition Specialist at [studio200@hastings.edu](mailto:studio200@hastings.edu) or contact Campus Health Services within the Charles L. Stone

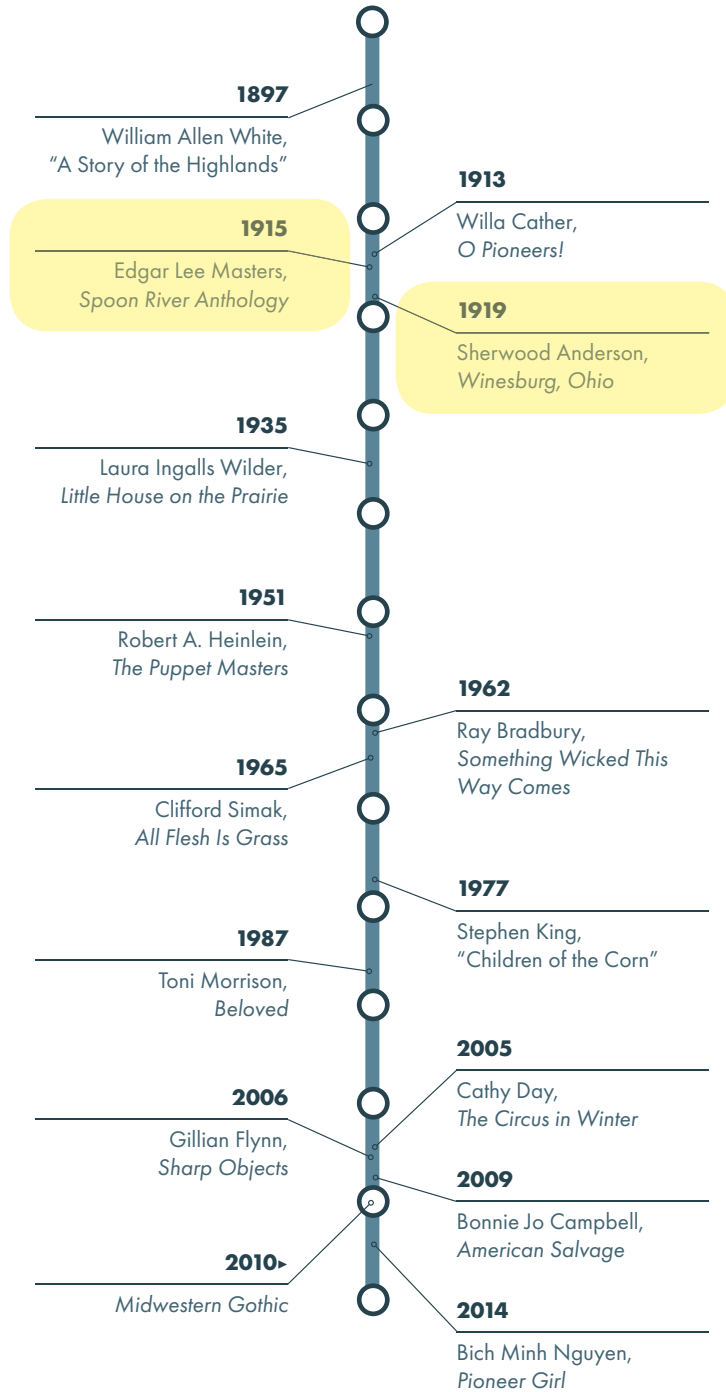
Health Center at 402.461.7372. The following link provides information for students and faculty regarding pregnancy rights:

<http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>

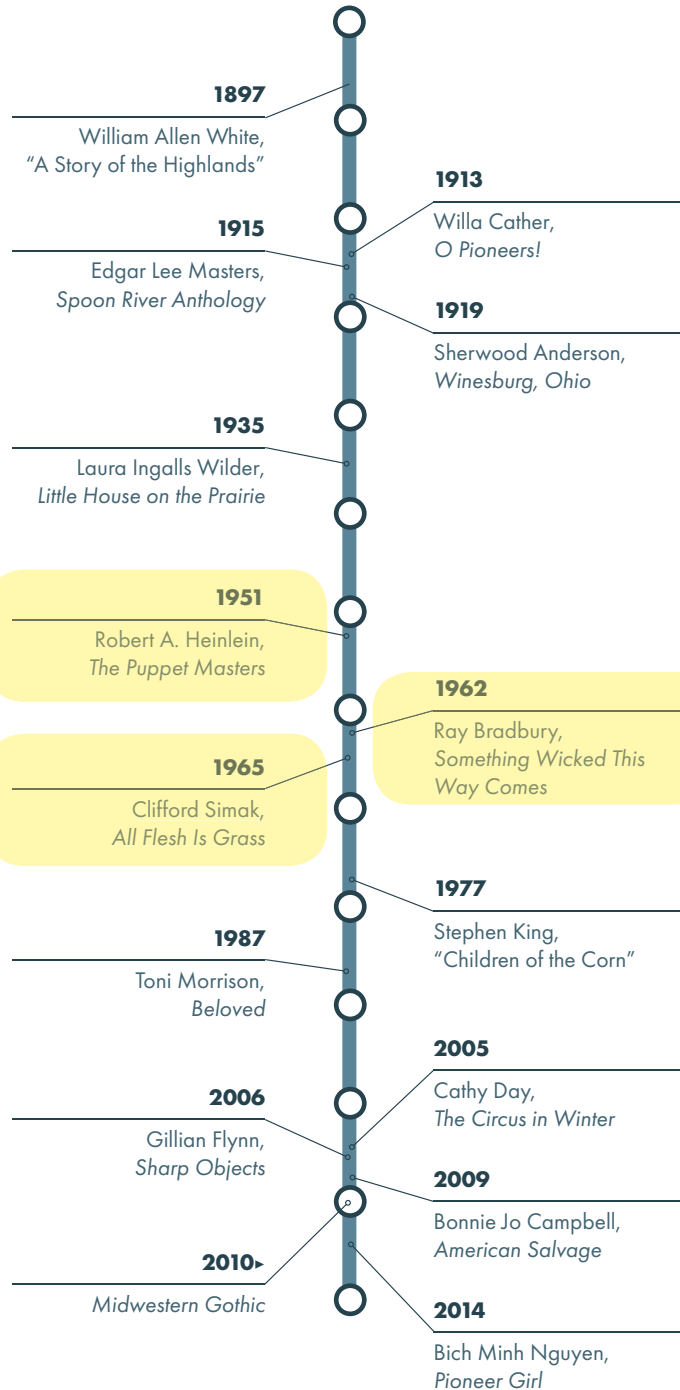
- T 1/29**  
Introduction  
White, "A Story"
- Th 1/31**  
Cather, Part I
- T 2/5**  
Cather, Part II
- Th 2/7**  
Cather, Part III-IV
- T 2/12**  
Cather, Part V
- Th 2/14**  
Wilder, *Little House*  
Check-In 1
- T 2/19**  
Wilder, *Little House*



- Th 2/21**  
Masters, *Spoon River*
- T 2/26**  
Anderson, *Winesburg*
- Th 2/28**  
Anderson, *Winesburg*  
Check-In 2



- T 3/5**  
Heinlein, *Puppet*  
Bradbury, *Wicked*  
Simak, *Grass*
- Th 3/7**  
Heinlein, *Puppet*  
Bradbury, *Wicked*  
Simak, *Grass*
- T 3/12**  
Heinlein, *Puppet*  
Bradbury, *Wicked*  
Simak, *Grass*  
Check-In 3
- Th 3/14**  
Close Reading 2
- T 3/19**  
Spring Break
- Th 3/21**  
Spring Break

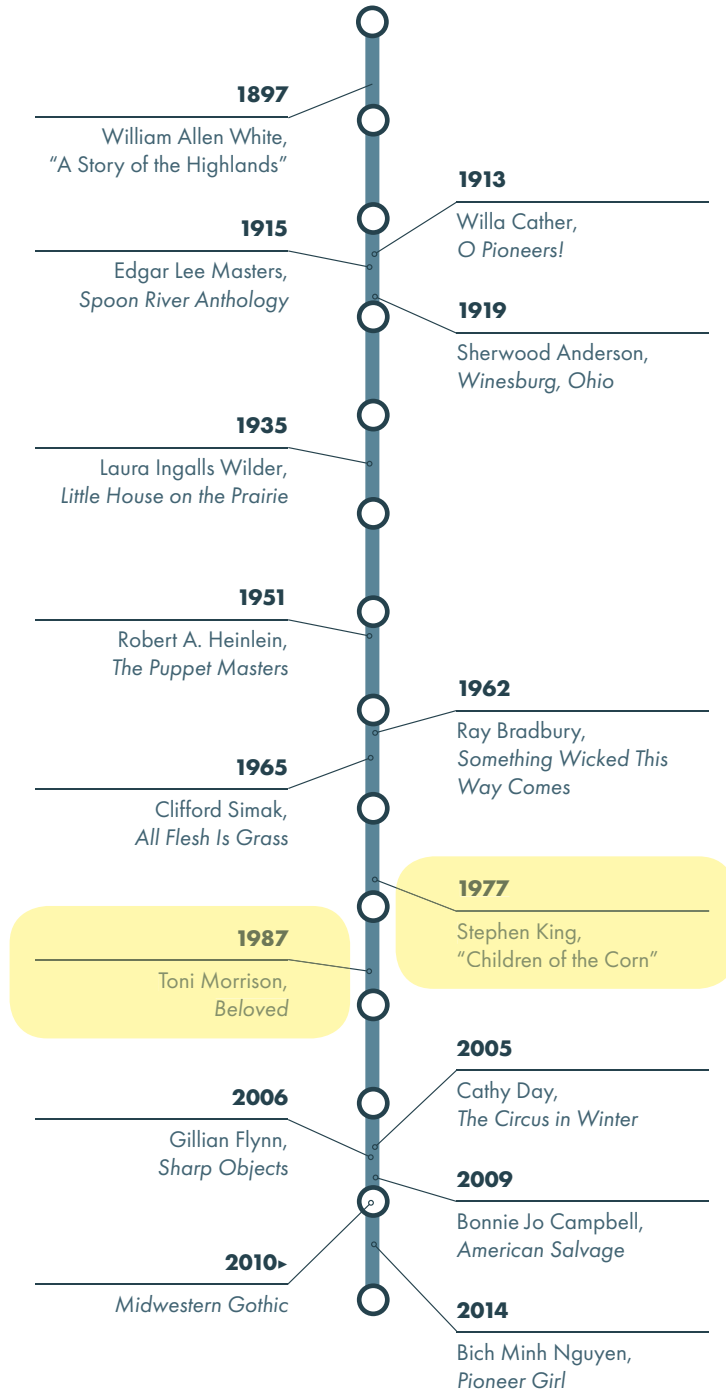


**T 3/26**  
King, "Children"

**Th 3/28**  
Morrison, *Beloved*

**T 4/2**  
Morrison, *Beloved*

**Th 4/4**  
Morrison, *Beloved*  
Check-In 4



- T 4/9**  
Day, *Circus*  
Flynn, *Sharp*
- Th 4/11**  
Day, *Circus*  
Flynn, *Sharp*  
Close Reading 3
- T 4/16**  
Day, *Circus*  
Flynn, *Sharp*
- Th 4/18**  
Day, *Circus*  
Flynn, *Sharp*
- T 4/23**  
Nguyen, *Pioneer*  
Campbell, *Salvage*
- Th 4/25**  
Nguyen, *Pioneer*  
Campbell, *Salvage*  
Group Poster
- T 4/30**  
Academic Showcase
- Th 5/2**  
Nguyen, *Pioneer*  
Campbell, *Salvage*
- T 5/7**  
*Midwestern Gothic*
- Th 5/9**  
*Midwestern Gothic*  
Check-In 5
- W 5/15**  
Final Paper (12-2 pm)

