

B - Course Revision Form V. 7.2022 : Entry # 3541**DEAN Decision**

Approved

Today's Date

09/08/2025

DEAN Comments

reasonable course revision

EPC Decision

Approved

Today's Date

10/01/2025

GEC Decision

Approved

Today's Date

11/10/2025

APIRC Decision

Approved

Today's Date

02/02/2026

Begin Form**Today's Date**

09/08/2025

Your Name

Joshua Bartlett

Your Email:jbartlet@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

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Bryan Vescio

Email address of your Department Chairbvescio@highpoint.edu**By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Fall 2026

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
ENG	2239	Literature of the American South

What would you like to revise?

- Learning Outcomes
- Prerequisites

Are you also revising any of the following for this course?

- Change course description

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Diversity [DVSTY]
- The American Context [TAC]
- Humanities [HUMAN]

Is this course part of an academic program?

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- This course does not currently fulfill academic program requirements

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

No

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course cross listed?

No

Choose the department designator for your course from the list below.

Revisions to course number, title, credits, prerequisites**Please paste the existing catalog description**

Readings in the literature of the southern United States from colonization to the present, focusing on the historical and cultural contexts that shape the literary contours of the southern region. Some attention to recent southern literature and its global context. Prerequisite: ENG 1102 or ENG 1103, or enrollment in the Honors Scholars Program. Four credits.

Enter the proposed NEW course description

Explores the literature of the American South from European colonization to the present, focusing on the geographical, historical, and cultural contexts that shape the literary contours of the region.

Please list the changes to the prerequisites and the rationale for the change

Changes: Remove ENG 1102 or ENG 1103, or enrollment in the Honors Scholars Program prerequisites.

Rationale (copied from the change to other ENG 2XXX prerequisites submitted by B. Vescio on 28 January): "All of these courses counted for the Literature requirement in the former general education program. When the program was revised, we successfully submitted all these courses to fulfill the new Humanities general education requirement. As a result, the learning outcomes for these courses changed to include the new Humanities learning outcomes. Because these outcomes largely overlap with the outcomes for the first-year writing requirement, there is no longer any need to require first-year writing as a prerequisite for these courses. We have already changed these courses to include the relevant writing instruction that students would formerly only get from first-year writing."

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

By the end of this course, students will:

– Examine major works of Southern U.S. literature aesthetically and thematically in relation to their diverse geographical,

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historical, and cultural contexts.

- Engage various reading methodologies and theoretical approaches for the study of literature of the American South.
- Demonstrate knowledge and appreciation of Southern U.S. literature as an important and complex discipline within the broader field of American literary studies.

Upon the completion of Humanities (HUMAN) coursework, students will be able to:

- Write texts that address audiences in rhetorically appropriate ways.
- Formulate and support ideas using genre- and discipline-appropriate sources.
- Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.
- Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.

Upon the completion of Diversity (DVSTY) coursework, students will be able to:

- Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.
- Reflect critically on their own values in light of alternatives.
- Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally.

Upon completion of The American Context (TAC) coursework, students will be able to:

- Write texts that address audiences in rhetorically appropriate ways.
- Formulate and support ideas through the use of credible genre- and discipline-appropriate sources.
- Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.
- Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.

Please list any revisions to units or content areas that will be required for all sections of this course in the box below.

n/a

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)

- "Keyword" essay | This assignment asks students to identify a relevant "keyword" for the study of Southern U.S. literature, to explain its critical potential, and to demonstrate that potential through a close analytical reading of one or more texts. (HUM, DVSTY, TAC)
- Course notebook | This assignment is a semester-length project that asks students to combine reading notes, in-class writing, features of the "commonplace book," and creative explorations in a single document – and to reflect on their progress and learning

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outcomes multiple times during the course. (HUM, DVSTY, TAC)

– Annotation project | This assignment asks students to engage practices of close, careful reading through the art of textual markup – and to translate these marginal notes, taken both in- and outside of class, combined with additional research, into their own "critical edition" of a literary text. (HUM, DVSTY, TAC)

– Creative response | This assignment encourages students to translate their experience of a literary text into an original creative project. Students have the options of adapting a literary text into another artistic genre (film, music, visual art, etc.) or of developing a piece of creative writing that draws influence from the texts and themes of the course. (HUM, DVSTY, TAC)

Please list any revisions to course policies that will be required for all sections of this course.

n/a

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

n/a

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom in the box below.

n/a

Is there any additional information that you would like to provide for this proposal?

n/a

Sample Syllabus

- [Sample-Syllabus-ENG-2239-Bartlett-Revised-07.11.25.pdf](#)