FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department English

College Arts and Letters

UUPC Approval 3-30-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	ENL 4221	***Current* Course Title**	17th-Century Literature

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Course may include writers from Donne through Dryden.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Fall 2026	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Regis M. Fox mannr@fau.edu

Approved by	***Date***
Department Chair	03/12/2026
College Curriculum Chair Robin Larson	03/16/2026
College Dean	03/16/2026
UUPC Chair Korey Sorge	3-30-26
Undergraduate Studies Dean Dan Mecroff	3-30-26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

ENL 4221-001
Seventeenth-Century Literature
Date: Monday 12:30- 1:50
3 credits
Fall 2026 – 1 Full Term

Instructor Information

Clarissa Chenovick
Email: cchenovick@fau.edu
Office: CU 97 353
Office Hours: Monday 3-4pm (in person), Wednesday 2-4pm (virtual) and by appointment

Course Description

Course may include writers from Donne through Dryden.

The seventeenth century in England was a time of tremendous upheaval and vibrant and varied literary output. The "scientific revolutions" of the era laid out early blueprints for what we know as "scientific method," while European exploration of the Americas seemed to open up new worlds promising untold riches even as they resulted in problematic and violent encounters. In England, there were political revolutions and religious turmoil, while in in the domestic sphere the roles of the sexes were hotly debated. This course will examine the impact of these forces on the poetry, prose, and drama of the period, exploring work by the stunning so-called "metaphysical" poets, political and religious writing by women, plays, and selected travel writings, memoirs, and proto-science fiction texts.

Instructional Method

Mixed Online and Classroom
The course is partly synchronous in person and partly asynchronous online.

Required Texts/Materials

The Broadview Anthology of Seventeenth-Century Verse and Prose
ISBN: 9781551110530
Publisher: Broadview Press

A blank notebook you can use exclusively for your Commonplace Book

Course Objectives/Student Learning Outcomes

By the end of this course, students should have developed a new understanding of the main literary developments and major authors of seventeenth-century England as well as an understanding of their cultural and historical contexts. They should be able to:

- thoughtfully analyze seventeenth-century poetry, prose and drama
- reflect critically on the relationships between past and present
- develop persuasive arguments orally and in writing

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.

• Establish and enforce reasonable behavior standards in each class.

• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Course Platforms:

Canvas: All graded assignments and discussion threads will be available on our course Canvas page. All materials are organized by weekly modules (based on due date) on the course "home" page.
Perusall: Perusal is a collaborative note-taking app that will enable you to work together to deepen your understanding of our course readings. Most of our Monday assignments will be either Perusall annotation assignments or Canvas discussion boards. This app is integrated with our course Canvas page.

Discord: We will use the Discord app for informal communications, meme-sharing, and question crowd sources. Please sign up using the link I sent you by email, and check out the threads I have started.

Zoom: Wednesday office hours will take place on Zoom using the recurring link available on Canvas under the "Zoom" tab. I have in-person office hours on Monday afternoon from 3-4 pm if you prefer. See the top of the syllabus for details.

GoogleDocs: We will use GoogleDocs for your class notes

Course Assignments
This course includes the following assignments:

- Commonplace Book (including 7 commonplace book checks)
- Commonplace Book Reflection (900 words)
- 1 Midterm Essay (1400-1600 words)
- 1 Final Essay (1500-1700 words or equivalent)
- 4 Discussion posts and responses (300-500 words on average)
- 8 Perusall annotation exercises
- 2 contributions of complete class notes to class GoogleDocs (collected on Discord)

Grade Breakdown:

10% Canvas Discussion Posts (including responses)
15% Perusall Annotation Exercises
20% Midterm Essay
20% Final Essay
10% Commonplace Book (including checks)
10% Commonplace Book Reflection
5% Class Notes
10% Attendance and Participation

***Plagiarism on any assignment will result in failure of the assignment without the opportunity to revise.* This includes the use of AI or other computer-generated content that is presented as your own ideas and/or writing.**

AI Prohibited Policy:

The use of AI to assist in any work assigned in this specific course is prohibited.

Assignment Descriptions and Grading Criteria

Perusall Assignments:
Perusall is a collaborative notetaking app that will enable you to see and respond to your classmates' notes on our course readings. Ideally, this will support your understanding of denser readings, help you learn from one another, and expand your own repertoire of note-taking strategies. *Perusall* also lets you save comments and take notes visible only to you, which should help a great deal with gathering materials and ideas for your essays. In week 1 you will complete a short orientation assignment that will give you a sense of how *Perusall* works and how to produce high-quality annotations.

Perusall assignments are each worth 10 points. You will be graded on the time and thought you put into your annotations and the usefulness of your responses to others. As a rule of thumb, where you are not given different instructions, you should try to make three substantive new comments per reading (that is, longer, carefully thought out questions, attempts to identify and describe important ideas being presented in the text, and connections to other material you are studying in this or other classes). You should also respond in a meaningful way to at least two classmates' comments. Read others' comments before writing your own, and avoid duplicating comments. Please also make as many short comments as you like!

You can also add questions for me as comments in *Perusall*, and you can up-vote questions and comments. I will take these into account as I prepare for our class meetings and will clear up confusion where I can during the reading process!

Canvas Discussion Posts will normally involve about 500 words of written analysis and two substantive (100-word) responses to your peers. These will allow you to develop your ideas in more detail than the Perusall comments and less detail than an essay and will give you excellent practice in analytical writing and close reading, which you can leverage for your essays.

Discussion posts are primarily assessed for completion on a 10-point scale and will be graded based on the following rubric:
Answers the prompt fully: 4 points
Adheres to the word count (no more than 20 words over or under): 1 point
Includes the required number of quotations and/or citations, correctly formatted: 2 points
Is accompanied by two thoughtful responses to peers that address the prompt: 2 points
Post and responses were on time*: 1 point

*For 100% credit, discussion post and responses need to be posted on the due date listed. Per my late work policy, they can be posted up to a week late for a 1 point deduction. Later submissions require my permission to receive partial credit.

Commonplace Book and Reflection

Throughout the course, you will keep a commonplace book that records quotations you have found interesting, useful, or meaningful and organizes them into categories. Every other week, you will upload pictures, scans, or whatever other format of digital representation you prefer to show me the new entries you've added since the previous check date. During our last week of classes, you will submit your commonplace book so that I can see how it has come together as a whole. (I will return them to you on our final class date!)

You will be graded on your commonplacing (purely on the basis of effort and completion, with added points for creativity and enthusiasm!). In the last week of class, you will also hand in a short (900-word) reflection on the process of keeping a commonplace book and on what your book reveals to you about your own reading, thinking, and priorities. This will be graded primarily based on thoughtfulness and clarity – and on how well it evidences sustained engagement with your commonplace book across the semester.

Essays 1 & 2 (Midterm and Final Essay)

There are two medium-length formal essays in this class. Essay 1 (the midterm essay) will be roughly 1400-1600 words and will make a close reading focused argument about one text from the first half of the semester. Essay 2 (the final essay) will be roughly 1500-1700 words and will place two weeks from the semester in conversation with one another. Neither essay requires outside research, but they may use historical context provided in class or through supplemental readings I have provided.

Citations and Formatting

- All written assignments should be typed (in Times New Roman 12 point font) and double-spaced with one-inch margins.

- In the top left-hand corner of the page please write (in this order): your name, the course and section number, my name, and the date of submission.
- Every assignment should be given an original title. This means title should be your own invention, not a repetition of the assignment title. It should be centered at the top of your essay, followed by four lines of space (two double-spaces). The title should not be underlined.
- Do not include a title page, cover or folder.
- *Very important* Quotations AND ideas, facts, etc. from outside sources MUST be fully acknowledged and documented. *This is essential in order to avoid plagiarism.*
- **Essays should be submitted to the Canvas Assignment page.**

All written work and citations must be formatted according to MLA or Chicago-style guidelines.
You can find citation style guides for both methods in the library or online. The Purdue Owl website is one reliable online source for citation, or you can find the *MLA Handbook* or *The Chicago Manual of Style* in the library. Just be *very* careful to get the most recently updated version of the MLA manual because it changes all the time. If you will be writing a lot of essays throughout your college career, you may want to invest in a handbook that gives you guidance for multiple citation styles. (I love *The Little Seagull*, published by W.W. Norton, which is small, portable, relatively inexpensive and color-coded!)

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.
The Undergraduate Catalog describes academic irregularities, which, on the first occurrence, can result in a grade of "F" for the course and a notation on a student's record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive.

For the purposes of this class, presenting AI-generated text as your own work counts as plagiarism. This includes but is not limited to using ChatGPT and other AI tools to come up with ideas and language that you integrate into your own writing. While in some contexts and other classes your professors may determine that AI can be used responsibly to support learning outcomes, a major goal of this class is to hone your critical thinking skills and your ability to create connections between ideas. Asking a machine to do this work for you robs you of the opportunity to create neural pathways that will serve you for the rest of your life and impoverishes the breadth and depth of ideas that you can explore.

Plagiarism is an extremely serious matter. If your instructor suspects that you have plagiarized all or part of any of your work, they have the right to submit that work to Turnitin, our plagiarism detection services.

Students must abide by the University policy on plagiarism. Students who plagiarize work may fail this course and will have a notation of academic irregularity placed on their transcripts.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Everyone is entitled to have a day where something goes terribly wrong or they need a mental health day. I will ask no questions if you miss one class, though I always appreciate it if you are able to communicate with me about your need to be absent. You should definitely let me know if you are going to need to miss more than one class, and missing more than 3 classes may negatively impact your grade. Missing 4 or more classes may result in failure of the course.

Please note that your participation grade in this class is based on more than regular attendance or even the quantity of comments you make in class. To earn an above-average participation grade, you should be prepared to make regular and thoughtful contributions to class discussion and to contribute to a positive learning environment for your peers. Sometimes this means being a good listener as much as a good speaker. If you're shy, don't despair! As long as you occasionally speak up in class, you can also improve your participation grade by maintaining active and positive involvement in the course in other ways, such as by being active on the course Discord and helping to answer peer questions or by taking it upon yourself to alert me about clarifications you and your peers need. You can also show your commitment to the course by attending office hours for help on written work. (This is likely to also help your grades on your written work, so it's a win-win situation!)

With this being said, if you are feeling unwell to any degree, please notify me and do not come to class. Be assured that I will work with you to provide reasonable accommodations.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

• There was a computational or recording error in the grading.

• The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

For essays, I allow up to one week's grace period automatically. This means if your essay or notetaking assignment is due on a Tuesday at 11:59pm, you have until the following Tuesday at 11:59pm to submit it without penalty. I strongly recommend sticking to the deadline wherever possible to prevent work from piling up. Any late work beyond the one-week period MUST be approved by me in order to receive credit. Please contact me before attempting to submit late work to make sure I will be able to accept it. I do understand life can be stressful and complicated and will work with you (within reason!) where I am able to. Late work may be graded more slowly than on-time submissions due to workflow issues.

PLEASE NOTE that I am unable to accept late work or revisions during the exam period except under exceptional circumstances you have cleared with me before the deadline for final work. This is simply because I cannot grade high volumes of late submissions in addition to final grading.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Office of International Programs and Study Abroad
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services
- University Center for Excellence in Writing (UCEW)
- Writing Across the Curriculum (WAC)

Course Topical Outline

Day 1 – Introduction to the Course

Day 2 – **Read:** Adam Hooks, "How to Read Like a Renaissance Reader" (http://www.adamghooks.net/2012/08/how-to-read-like-renaissance-reader.html), Rebecca Onion, "The Awful Emptiness of 'Relatable'" (https://slate.com/human-interest/2014/04/relatable-the-adjective-is-everywhere-in-high-scchool-and-college-discussions-of-fiction-film-and-other-popular-culture-but-it-doesn-t-mean-anything.html), and Michel de Montaigne "Of Experience" (excerpt on Canvas)

Bring an unused notebook to class to use for your commonplace book!

Day 3 – **Read:** Robert Burton, *Anatomy of Melancholy* (excerpts), and explore the excellent digital exhibit "Shakespeare and the Humors" https://www.nlm.nih.gov/exhibition/shakespeare-and-the-four-humors/index.html and this brief and helpful resource on diet and the humors (https://shakespeareandbeyond.folger.edu/2015/12/04/the-four-humors-eating-in-the-renaissance/). Then, take the four temperaments quiz here to identify your humoral "complexion" according to renaissance lore: https://www.fisheaters.com/fourtemperaments.html
Discussion 1 due

Day 4 – **Read:** Donne, *Devotions Upon Emergent Occasions* (all excerpts in your anthology)
Don't forget to add to your commonplace book!

Day 5 – **Read:** Sir Thomas Wyatt, "The Long Love that in my Heart Doth Harbour," Shakespeare, Sonnet 130 ("My Mistress Eyes") and Mary Wroth, Sonnet 48 "If ever love had force in human breast", Sonnet 16 "Am I thus conquered?," and Song 74, "Love, a child, is ever crying"
Watch: Petrarchism and Anti-Petrarchism
Discussion 2 due

Day 6 – **Read:** John Donne, "The Flea," "The Canonization," "Air and Angels," "A Valediction forbidding Mourning," "The Relic"
Commonplace Book Check day!

Day 7 – Tom Ford, '*Tis Pity She's a Whore*
Discussion 3 due

Day 8 – Tom Ford, '*Tis Pity She's a Whore*

Day 9 – Ford, '*Tis Pity She's a Whore*
Meet in person today!

Day 10 – **Read:** "Other Worlds" excerpts, *The Man in the Moon*

Day 11 – **Read,** Cavendish, *The Blazing World*
Discussion 4 due

Day 12 – **Read:** Margaret Cavendish, *The Blazing World*
Commonplace Book Check day!

Day 13 – Donne, "Batter my Heart," Southwell, "Epistle," Geroge Herbert, "Jordan (I)"
Discussion 5 due

Day 14 – **Read:** George Herbert, "Deniall," "The Collar," "The Pulley," "The Flower," "Easter Wings," "Prayer"

Day 15 – **Read/view:** selected Emblems, George Herbert, "The Windows"
Informal Discord Discussion

Day 16 – **Read:** George Herbert, "Love (III)" and Richard Crashaw, "A Hymn to the Name and Honour of the Admirable Saint Teresa"
Essay 1 due

Day 17 – **Read** *The Gentlewoman's Companion* (excerpts) and Rachel Speght, "To Joseph Swetnam" and "Of Woman's Excellency"
Discussion 6 due

Day 18 - **Read** Milton, *Paradise Lost* (excerpts)
Commonplace Book Check day!

Day 19 - **Read** Milton, *Paradise Lost* (excerpts)
Discussion 7 due

Day 20 – **Read:** Aemilia Lanyer, "Eve's Apology" and "To Cooke-Ham"

Day 21 - **Read:** Margaret Cavendish, *The Blazing World* (excerpts)
Discussion 8 due

Day 22 – **Read:** Hester Pulter (selected poems), Margaret Cavendish, *The Blazing World* (excerpts), and Aphra Behn, "To the Fair Clarinda,"

Day 23 – FINAL PROJECT PLANNING MEETINGS
Deadline for optional revision of Essay 1

Day 24 – **Read:** Richard Lovelace, "To Althea, From Prison," Marvell, "To His Coy Mistress," Carew "A Rapture" and Aphra Behn, *The Rover*, Act I

Day 25 – Aphra Behn, *The Rover*, Acts II and III

Day 26 – Aphra Behn, *The Rover*, Acts IV and IV

Day 27 – **Work on Final Projects**

Day 28 – **Commonplace Book Show and Tell**
Final Project due