

First Year Writing

ENGL 1A

Spring 2026 Section 80 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 02/02/2026

Contact Information

COURSE: ENGL 1A, First-Year Writing

INSTRUCTOR: Daniel Hendel De La O

TITLE: Baby, Come Back: A Return to the Seventies

TERM: Spring 2026

OFFICE HOURS: Mon/Wed 12:00 – 1:00 PM (Online only; Also, by appointment)

EMAIL: daniel.hendeldelao@sjsu.edu

WEB: eauzone.blogspot.com

Course Information

COURSE THEME

In many ways, the Seventies is a forgotten decade. Wedged between the turbulent 1960s and the decadent 1980s, it's not a period people often look back upon fondly. With the Vietnam War raging, the Watergate Scandal unfurling, and an unyielding "stagflation" gripping the economy, maybe that's no surprise. Still, the 1970s are ripe for reconsideration. Beyond discos and bell-bottoms, this was an era of profound social change in America. Even as the country's mid-century optimism faded, the 70's still saw the rise of the modern environmental movement, a second wave of feminism, and a burgeoning fight for gay rights. This term, your ENGL 1A course will explore the complex facets of life in the 1970s through a diverse range of texts and media. Along the way, we'll consider how this often-ignored decade continues to shape the world we live in today.

Lecture

80 (24058) – Mon/Wed, 9:00 – 10:15 AM
Online

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): Completion of Reflection on College Writing

Grading: Letter Graded

* Classroom Protocols

POLICIES FOR THIS COURSE

General:

- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you go by Jack, then use “John (Jack) Wilson” on all assignments. Set your preferred name in Canvas, using these instructions: sjsu.edu/registrar/docs/Preferred_name_setting.pdf.
- You can record the correct pronunciation of your name on Canvas via NameCoach (sjsu.edu/ecampus/software-tools/teaching-tools/namecoach/).
- I am also happy to use your preferred pronouns—and I apologize in advance if I occasionally slip up. Easily set your preferred pronouns in Canvas at sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php.

Grades and grading:

- There is a participation component to your grade. It can mean the difference between letter grades. To receive all, or most, of these points, it is important that you actively engage in the classroom experience (e.g., frequently ask questions and/or comment). *Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.*
- Check Canvas for your most up-to-date grades.
- Please note, there will be no extra-credit opportunities this semester.

Assignments:

- *There will be no late work accepted.*

- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, please make prior arrangements with me.
- Unless otherwise noted, all assignments will be submitted via Canvas.

Zoom practices and etiquette:

- You are highly encouraged to turn your cameras on during class. Being on camera helps you not only feel more engaged with the class, it also helps me and your classmates get to know you better. If you have no reason to have it off, please turn yours on.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom and Canvas accounts. This is especially important given our online-only setting. Please do this during the first two weeks of school.
- Whenever you are on camera, please dress appropriately.
- All classes may be recorded. University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the "Anonymous Option," but please notify me beforehand.
- Please obtain permission from me before recording any class or portion of a class. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of class.

Email:

- Please direct all emails to daniel.hendeldelao@sjsu.edu.
- In emails to me, please indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.
- Due to the high volume of email I receive, it may take me up to 48 hours to respond. Also, I am never offended by a *polite* reminder or follow up.
- Unless it affects your presentation, there is no need to contact me if you miss class.
- If you are absent, please do not message me to ask what you missed in class. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then please feel free to contact me.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Materials

MATERIALS

All books are available in an electronic edition (e.g., Kindle), though pagination may vary from print editions.

Required:

- *Hot Stuff: Disco and the Remaking of American Culture* by Alice Echols (ISBN: 0393066754)

Also required is access to Adobe Express. Adobe's creative suite is free to you, as an SJSU student. Using your university credentials, you can register at sjsu.edu/adobe/creative-cloud/access/.

Recommended:

- *The Everyday Writer, Eighth Edition* by Andrea A. Lunsford (ISBN: 131933203X)*

*So long as it's reasonably current, any equivalent writing guide will suffice.

Course Requirements and Assignments

COURSEWORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 3 pages), depending on the assignment.
- Be in MLA Style.
- Unless otherwise noted, ALWAYS include an MLA Style-works cited.

Your semester's coursework is comprised of:

Assignment	Description	GELO	Word Count	Point Value
Diagnostic	This essay will be my first opportunity to evaluate your writing.	1-2, 4	750	100
Close Reading	You will analyze and explore a notable photo from the 1970s through a detailed close reading.	2-3	750	100
Infographic	By means of an infographic, you will illustrate the achievements of an influential 1970s figure.	1-5	750	100

Profile	After interviewing someone who came of age in the 1970s, you'll write an engaging profile of their experiences.	1, 3, 5	750	100
Expository	Using <i>Hot Stuff: Disco and the Remaking of American Culture</i> as a foundation, your expository essay will explore the dramatic shifts in American culture during the 1970s.	2-3	750	100
Slide Presentation	You will create a 10-minute slide presentation (e.g., PowerPoint, Canva) based upon a 1970s-related topic.	1-4	750	100
Reflections	You will write five 2.5-page reflections on a variety of 1970s-related prompts.	1-5	2,750	250 (5x50)
English Dept. Reflective ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1A.	2,5	750	100
Participation	In addition to consistently attending class, you should always be up-to-date on your reading and be prepared to actively participate in discussions.			50
			Word Count Total: 8,000	Point Total: 1,000

Final grade calculations:

A+	970-1000	B+	870-899	C+	770-799
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A	930-969	B	830-869	C	730-769
A-	900-929	B-	800-839	C-	700*-729
				F	0 – 699

**Note that you must earn at least 700 points (a C-) in order to pass this course.*

✓ Grading Information

DEPARTMENT GRADING POLICY

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale. The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

COURSE SCHEDULE

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- All assignments will be due on Friday—*Reminder: No late assignments will be accepted.*
- Below, look for any assignments worth points to be CAPITALIZED.
- All lecture presentations will be housed in the Files section of Canvas.
- Aim to have the week's readings finished by Monday's class.
- Though *most* presentations will take place on Wednesdays, you should be ready to present by the beginning of your assigned week.
- Unless otherwise noted, all assignments should be submitted on Canvas. Please do not submit any assignments via email unless I first give you the okay.
- Each week we will briefly explore a significant touchstone from the Seventies, including historical events, impactful figures, and cultural trends.

Agenda key:

- eR (eReader)
- HOT (*Hot Stuff*)

Weekly agendas:

Agendas are subject to change. Again, always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide.

Week 1: Simon & Garfunkel's *A Bridge Over Troubled Water* [No Class]

Week 2: *All in the Family* (1970)

Dates: Mon 1.26/Wed 1.28

Class: Syllabus review

Week 3: The Environmental Protection Agency (1970)

Dates: Mon 2.2/Wed 2.4

Class: Introductions; Quiz—"Can You Dig It?—A Test of Your Seventies Knowledge"

Week 4: The "Fight of the Century" (1971)

Dates: Mon 2.9/Wed 2.11

Read: eR—"Present-Day Lessons from the Early 1970s" (InsideHigherEd)

Class: Lecture—"Crafting the Essay: Writing as a Process"

Due: DIAGNOSTIC

Week 5: President Nixon Visits China (1972)

Dates: Mon 2.16/Wed 2.18

Class: Presentation topic assignments; Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

Due: REFLECTION 1

Week 6: The Equal Rights Amendment (1972)

Dates: Mon 2.23/Wed 2.25

Class: Lecture—"MLA Style 101," "Close Reads: In Practice"

Week 7: The Watergate Scandal (1972)

Dates: Mon 3.2/Wed 3.4

Class: Lecture—"AI + College Writing: What to Know," "Citing Sources in MLA: The Basics"

Due: CLOSE READING

Week 8: Roe v. Wade (1973)

Dates: Mon 3.9/Wed 3.11

Class: Lecture—"Reading for College: Seven Tips," "Infographics 101," "Getting to Know Adobe Express"

Week 9: *Saturday Night Live* (1975)

Dates: Mon 3.16/Wed 3.18

Class: Slide presentations; Writers workshop; Lecture—"AI + College Writing: Best Practices," "You're in College Now: The New Rules of University Writing"

Due: INFOGRAPHIC

Week 10: The Vietnam War Ends (1975)

Dates: Mon 3.23/Wed 3.25

Read: eR—"Chasing Perfection with Tennis's New Superstar, Coco Gauff" (Vogue), "How Jacob Elordi Became Gen Z's Leading Man" (GQ), "Jenna Ortega Settles Into Fame Ahead of *Wednesday* Season 2 and a *Beetlejuice* Sequel" (Vanity Fair)

Class: Guest speaker (TBA); Lecture—"On Wordiness: Exercises," "Writing Profiles That Tell Stories: A Guide"

Due: REFLECTION 2 AND 3

Week 11: *Jaws* (1976) [Spring Break]

Dates: Mon 3.30/Wed 4.1

Week 12: Jimmy Carter Elected President (1976)

Dates: Mon 4.6/Wed 4.8

Class: Slide presentations, Writers workshop

Due: PROFILE (DRAFT 1)

Week 13: *Star Wars* (1977)

Dates: Mon 4.13/Wed 4.15

Class: Slide presentations

Due: PROFILE (FINAL DRAFT)

Week 14: *Roots* (1977)

Dates: Mon 4.20/Wed 4.22

Class: Slide presentations

Week 15: *Saturday Night Fever* (1977)

Dates: Mon 4.27/Wed 4.29

Read: HOT—"I Hear a Symphony" – "More, More, More"

Class: Reading discussion; Slide presentations

Due: REFLECTION 4 AND 5

Week 16: The Jonestown Massacre (1978)

Dates: Mon 5.4/Wed 5.6

Read: HOT—"Ladies' Night" – "The Homo Superiors"

Class: Reading discussion; Slide presentations; Lecture—"The Reflective ePortfolio: A How-To"

Week 17: Disco Demolition Night (1979)*

Dates: Mon 5.11

Read: HOT—"Saturday Night Fever" – "One Nation Under a Thump"

Class: Reading discussion; Slide presentations

Due: EXPOSITORY

**Last regular class meeting of the semester*

Final Exam Period:

Date: Fri 5.15, 8:30-10:30 AM

Zoom: See Canvas for login

Due: ENGLISH DEPT. REFLECTIVE ePORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)

