

Argument and Analysis

ENGL 1B

Spring 2026 Section 82 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 02/02/2026

Contact Information

COURSE:	ENGL 1B, ARGUMENT & ANALYSIS
INSTRUCTOR:	DANIEL HENDEL DE LA O
TITLE:	"SMART" TV
TERM:	SPRING 2026
OFFICE HOURS:	MON/WED, 12:00 – 1:00 PM (ONLINE ONLY; ALSO, BY APPOINTMENT)
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Course Information

COURSE THEME

For a technology predicted to become obsolete with the rise of the Internet, television remains as ubiquitous today as ever. Since the first American broadcast in 1941, television has not only endured, but continually evolved, shaping and reflecting major cultural shifts. As a powerful force embedded in our social fabric, television influences how audiences understand identity, power, and representation. This semester, we will explore the historical and social impact of television by examining its role in shaping public opinion, its ongoing transformation in the digital age, and the significance of who is represented on screen—and how.

Course Description and Requisites

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Satisfies 3B. Humanities (Formerly Area C2).

Prerequisite(s): ENGL 1A or ENGL 1AS with a C- or better.

Grading: Letter Graded

Note(s): ENGL 1B is not open to students who successfully completed ENGL 2.

* Classroom Protocols

CLASSROOM PROCEDURES

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 3B: Humanities

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

3B (Humanities) courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

GE Area 3B Learning Outcomes

Upon successful completion of a 3B course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination.

Writing requirement

3B classes require a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

MATERIALS

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

Required:

- *Street Gang: The Complete History of Sesame Street* by Michael Davis (ISBN: 0143116630)

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	0
Op-Ed	Your op-ed will argue for the need to not only boost the representations of working- and middle-class Americans on TV shows, but also provide more accurate and nuanced portrayals.	1-3	750	100
Comparative Analysis	Your comparative analysis will focus on the differences in teen representation in American and British TV shows.	1-4	750	100
Critical Analysis	Using Davis' <i>Street Gang: The Complete History of Sesame Street</i> as a foundation, you will explore the cultural significance of this venerable children's program.	1-3	750	100

Research Project	<p>Your research project will consist of two parts:</p> <p>Part 1: In a six-page research paper, you will explore the representation of either spiritual <i>or</i> LGBTQ characters in a contemporary TV show.</p> <p>Part 2: You'll summarize your findings in an eight-slide presentation.</p>	1-4	2,000 (Part 1: 1,500; Part 2: 500)	300 Part 1: 200; Part 2: 100)
Slide Presentation	You will create a 10-minute slide presentation (e.g., PowerPoint, Canva) based upon a television-related topic.	1-4	750	100
Reflections	You will write three 2.5-page reflections on a variety of television-related prompts.	1-5	1,500	150 (3x50)
English Dept. Reflective ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1A.	2,5	500	50
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: 7,750	Point Total: 1,000

Final grade calculations:

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

	F	0 – 699
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**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 before class on Wednesday.
- 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 program from the history of television.

Agenda key:

- eR (eReader)
- STREET (*Street Gang*)

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: *I Love Lucy* (1951, CBS) [No class]

Week 2: *Star Trek* (1966, NBC)

Dates: Wed 1.28

Class: Syllabus review; Lecture—"A Brief History of Television, Pt. 1"

Week 3: *The Smothers Brothers Comedy Hour* (1967, CBS)

Dates: Wed 2.4

Class: Introductions; Lecture—"A Brief History of Television, Pt. 2"

Week 4: *All in the Family* (1971, CBS)

Read: eR—"Why Rewatching Your Favorite TV Show is Good for You" (Time)

Dates: Wed 2.11

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

Due: DIAGNOSTIC

Week 5: *M*A*S*H* (1972, CBS)

Dates: Wed 2.18

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

Week 6: *Good Times* (1974, CBS)

Dates: Wed 2.25

Read: eR—"Working Class Heroes: Why Don't We See Poor People on TV Anymore?" (TV Fanatic), "Ten Poorest TV Families, Ranked" (Collider), "Maid' is a Rare, Unflinching Depiction of Poverty from Hollywood" (The Ringer), "The American Dream is More Attainable for TV Characters Than Americans" (UCLA), "Why Won't TV Show People Who Aren't Rich?" (Politico)

Class: Lecture—"You're in College Now: The New Rules of University Writing," "The Art of the Op-Ed"

Due: REFLECTION 1

Week 7: *Cheers* (1982, NBC)

Dates: Wed 3.4

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

Due: OP-ED

Week 8: *The Cosby Show* (1984, NBC)

Read: STREET—Ch. 1-3,5; eReader—US/UK TV Pack

Class: Reading discussion; Lecture—"Reading for College: Seven Tips," "Ten Common Writing Mistakes—And How to Fix Them," "Comparative Analysis 101"

Week 9: *The Golden Girls* (1985, NBC)

Read: STREET—Ch. 7,9,11-12

Dates: Wed 3.18

Class: Reading discussion; Slide presentations; Lecture—"AI + College Writing: Best Practices," "On Wordiness: Exercises"

Due: COMPARATIVE ANALYSIS

Week 10: *Will & Grace* (1998; 2017, NBC)

Dates: Wed 3.25

Read: STREET—Ch. 14, 16, 18

Class: Reading discussion; Slide presentations

Due: REFLECTION 2

Week 11: *The Sopranos* (1999, HBO) [Spring break]

Dates: Wed 4.1

Week 12: *Ugly Betty* (2006, ABC)

Dates: Wed 4.8

Class: Reading discussion; Slide presentations; Library research session

Due: CRITICAL ANALYSIS

Week 13: *Mad Men* (2007, AMC)

Dates: Wed 4.15

Class: Slide presentations; Writers workshop

Due: RESEARCH PROJECT (DRAFT 1—UP TO PAGE 2)

Week 14: *Modern Family* (2009, ABC)

Dates: Wed 4.22

Class: Slide presentations

Due: REFLECTION 3; RESEARCH PROJECT (DRAFT 1—UP TO PAGE 4)

Week 15: *Stranger Things* (2016, Netflix)

Dates: Wed 4.29

Class: Slide presentations; Writers workshop

Due: RESEARCH PROJECT (DRAFT 2—UP TO PAGE 6)

Week 16: *Fleabag* (2016, BBC)

Dates: Wed 5.6

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

Due: RESEARCH PROJECT (FINAL DRAFT)

**Last regular class meeting of the semester*

Week 17: *Ted Lasso* (2020, Apple TV) [No class meetings]

Dates: Wed 5.13

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

Final Exam Period:

Week 18: *Andor* (2022, Disney+)

Date: Wed 5.20, 10:45 AM-12:45 PM

Zoom: See Canvas for login