

LCM 105A – The Art of Reading & Writing  
Monday/Wednesday/Thursday  
Time: 15:00–15:50

### **AJU Mission Statement**

**Learning and Scholarship:** We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

**Culture:** We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

**Ethics:** We recognize that ethics is the language of Judaism and its most important link to the world at large.

**Leadership:** We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

**Peoplehood:** We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

### **Students with Disabilities**

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

### **Standards of Academic Integrity**

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

**A. Examination Behavior:** Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an

exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

**B. Fabrication:** Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

**C. Plagiarism:** Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

**D. Other Types of Academic Dishonesty:** Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

### **Course Description:**

LCM 105 is the first half of a year-long foundation course in academic writing skills and critical reading required of all undergraduate students.

By participating in an on-going and varied writing practice, students will become familiar with the basic components of structurally and logically sound writing, learn to identify and correct technical errors in their own compositions, and gain an understanding of how different writing strategies serve different purposes.

By reading and discussing selected fiction and non-fiction, students will learn to identify problems, recognize unstated assumptions and values, and evaluate conclusions. Students will also learn to identify and develop logical, reasoned and well-supported ideas.

**Course Goals:**

1. Write critical, thesis-based essays employing a variety of rhetorical methods;
2. Organize, develop and revise original writing using appropriate tone, style, and semantics;
3. Recognize writing errors and self-edit to correct Standard English and academic forms;
4. Evaluate claims and assumptions, identify logical fallacies, distinguish fact from opinion or belief, present reasoned arguments, and reach logical conclusions;
5. Conduct basic academic research and provide proper citations.

**Course Requirements:**

Each class can be a learning experience if you come prepared. Therefore, read all assigned readings carefully and reflect on the thoughts therein. The lecture will develop the subject matter beyond the readings. At the end of each topic there will be ample time for questions and discussions. Regular class attendance will be required of all who are enrolled in the course.

**Required Reading and Other Assignments:**

Novel: *If You Awaken Love*, Emuna Elon

Reader: *The Bedford Reader*, 9<sup>th</sup> Edition, Kennedy, Kennedy & Aaron

Handbook: *Rules for Writers*, 2<sup>nd</sup> edition, Diana Hacker

**Major Course Assignments:**

Class Journal, three take-home written assignments, four in-class essays.

**Assessment/Grading:**

All students will be graded on the basis of their written work and class participation. Class journal, 10%; Readings Review, 20%; take-home written assignments, 25%; in-class essays, 25%, attendance and class participation, 20%.

**Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.**

**Course Schedule:**

Topic 1: Introduction & review course objectives

Introduce novel: *If You Awaken Love*

Topic 2: Review basic writing principles

Writing sample

Topic 3: Thesis & Introductory Paragraphs

Topic 4: Paragraphs & Proofreading, first in-class essay

Topic 5: Review exercises in *The Bedford Reader*

Topic 6: Discuss and Review *Bedford Reader*

Topic 7: Discuss Novel, second in-class essay

Topic 8: Discuss Handbook & Review exercises, at-home essay #1

Topics 9: Discuss Handbook & Review exercises

Topics 10: Review Novel – third in-class essay

Topics 11: Guest Speaker: author of novel, Emuna Elon

Topics 12: Discuss novel, review *Bedford Reader*

Topics 13: at-home essay #2, Discuss Handbook

Topics 14: Discuss novel, fourth in-class essay

Topics 15: Review *Bedford Reader*, discuss power of presentation

Topics 16: Discuss Handbook, rehearse final presentation

Topics 17: at-home essay #3 due, presentations to class