



LTIT 12AR – Italian for Spanish Speakers
University of California San Diego
Winter 2022

Course Description

Introduction to the practice of speaking, reading, and writing Italian with an emphasis on linguistic bridges between Italian and Spanish and cultural bridges between Italian and Spanish/Latin American cultures. Regular comparative analysis and metalinguistic reflection allow heritage and second-language speakers of Spanish to move between the two languages, accelerating the acquisition of competence in Italian while consolidating and strengthening competence in Spanish.

This course, part of a two-quarter sequence, provides a rigorous, enjoyable way for Spanish-speaking students to study Italian, strengthen their Spanish skills, build confidence, integrate their learning with community-building, and understand their Spanish-language heritage and language skills (in Spanish, Italian, and English) as assets in their future careers. The *intercomprehension* or bridge-building method enables students to complete 3 quarters of Italian in 2 and to move to more advanced study in Italian or Spanish.

About the Professor

Dr. Tera Reid-Olds

Passionate about innovative teaching and learning, I have created this course in Italian language and culture for students who are interested in building confidence in their language skills in Spanish, Italian, and English and in strengthening their learning skills in all academic fields.

Course Learning Outcomes

Upon completion of this two-course sequence, learners will be able to:

1. Speak, read, and write Italian at a level that enables them to sustain a conversation in Italian about culture, food, identity, community (and move to 4th quarter level / higher).
2. Teach what they have learned to family and community members.
3. Strengthen and consolidate their ability to read and write in Spanish.

4. Understand their particular learning strengths as successful students.
5. See their strong language skills as integral to their future careers.
6. Develop software and animation skills relevant to the field of language teaching.

Course Materials and Tools

Text/Readings/Other Materials

Our original textbook, *Italian for Spanish Speakers*, will be posted on Canvas.

OPTIONAL: Students can (but are not required to) purchase: De Giuli and Naddeo, *Radio Lina* https://www.libreriapino.com/search?q=Radio%20Lina*

with access to a free audio version from the publisher

<https://www.almaedizioni.it/it/minisiti/letture-nuova-serie-1-livello-500-parole/radio-lina-nuova-edizione/>

Technology Requirements

UC San Diego's Learning Management System: URL: <https://canvas.ucsd.edu>

Zoom for Video Conferencing: URL: <https://ucsd.zoom.us>

Course Format

This is an online class with required small group meetings twice a week, scheduled to meet students' needs in different time zones. All other work for the course (learning activities, asynchronous discussions, etc.) can be completed online.

Synchronous Office Hours:

- Three hours per week for required small group meetings scheduled to meet students' needs in different time zones.
- One-on-one meetings by appointment as needed.

Final exam

Proctored exam

Grading Information

Analysis/reflection journal + exercises x 10	30%
Letters and other written assignments x 10	20%
Participation in asynchronous discussions and office hours	10%
Videos x 10	30%
Final Exam	10%
	100%

Grading Procedure and Feedback

Assignments are due every week (there are no long-term assignments), and students will be graded on an absolute scale, receiving feedback every week. Analytic/reflective journals will receive digital comments as well as grades. Students will comment on each other's letters.

Course Schedule

Week 1. Pronunciation, First Meetings and Introductions

LEARNING OUTCOMES

By the end of the week, students will be able to:

- 1.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practice of Italian pronunciation and the reading aloud of *Radio Lina*, chapter 1.
- 1.2 practice reading aloud in Italian and reflect in writing on these similarities and differences in lexicon, grammar, and idioms in journal.
- 1.3 use Italian nouns and adjectives correctly in writing (with agreement in gender and number)
- 1.4 introduce themselves orally, state their age, hold a conversation with a peer, say what time it is, and express opinions.
- 1.5 sing (or recite) the Chilean Violeta Parra's famous song ("Gracias a la vida") in Italian ("Grazie alla vita") and analyze in their journals similarities and differences between the Spanish original and the Italian adaptation.
- 1.6 build confidence in their Spanish skills through the teaching of Italian pronunciation to family or community members.

READINGS

Italian for Spanish Speakers (ISS) textbook, chapter 1
Radio Lina, chapter 1

"Grazie alla vita"

INSTRUCTIONAL VIDEOS

- Video 1.0 Introduction to the course
- Video 1.1 comparative Italian-Spanish pronunciation
- Video 1.2 demonstration of analytical note-taking in journal
- Video 1.3 nouns and adjectives in context

- Video 1.4 dialogues demonstrating a first meeting, a phone conversation, telling time, expressing opinions
- "Grazie alla vita" <https://www.youtube.com/watch?v=MxaSkuCcmvo>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members Italian pronunciation and how the singular and plural of nouns and adjectives are formed (1.1-1.3, 1.6)
- Students turn in their analysis/reflection journal and exercises related to the readings (1.2-1.5).
- Students write a letter in Spanish and Italian to a student/pen pal in the class, introducing themselves and expressing themselves on topics related to the reading and the song (1.4-1.6)
- Students record a phone or Zoom (audio only) conversation with a classmate (1.4,1.6).

Week 2. Needs and Desires; Sharing our backgrounds; Making an appointment; Preparing an Interview

LEARNING OUTCOMES

By the end of the week, students will be able to:

- 2.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practices of reading aloud chapters 2-3 of *Radio Lina*; reflect in writing on these similarities and differences in lexicon, grammar, and idioms in journal.
- 2.2 conjugate and create contexts for the use of the verbs *avere* and *essere*; use, with correct agreement, Italian articles (and prepositions with articles), *buono, bello/quello*.
- 2.3 share details of their backgrounds, families and communities and their needs and desires.
- 2.4 make an appointment or a date with a friend.
- 2.5 form basic interview questions.
- 2.6 sing (or recite) the song "Ci vuole un fiore."

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 2

Radio Lina, chapters 2-3

Gianni Rodari/Sergio Endrigo, "Ci vuole un fiore"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (2.1)

- the verbs *avere* and *essere*, articles (and prepositions with articles), *buono, bello/quello*. in context (2.3)
- dialogues demonstrating two new friends sharing details of their backgrounds, making a date to meet, planning to interview someone, and planning to cook something together (cosa ci vuole?) (2.3-2.6)
- "Ci vuole un fiore" <https://www.youtube.com/watch?v=EY0GetON5-Y>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members *c'è* and *ci sono* and idiomatic expressions with *avere* (2.2-2.3)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (2.1-2.2, 2.4-2.6)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, sharing details of their backgrounds, families and communities and their needs and desires (2.3)
- Students interview a family or community member and make an appointment to share what they learned with a classmate, recording their phone or Zoom (audio only) conversation (2.3-2.5).
- Students plan to make something and detail that is needed (2.6).

Week 3 Sharing thoughts and perspectives, patience and impatience

LEARNING OUTCOMES

By the end of the week, students will be able to:

3.1 identify and analyze differences and similarities in lexicon, grammar, and idiom through the practices of reading aloud chapter 4 of *Radio Lina* and learning Lucio Battisti's song, "Penso a te."

3.2 conjugate and create contexts for the use of verbs (*-are, -ere, -ire*) in the present tense.

3.3 teach Battisti's song to family and community members (translating it into Spanish for them).

3.4 share thoughts and perspectives.

3.5 create contexts for the expression of patience and impatience.

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 3

Radio Lina, chapter 4

Lucio Battisti, "Penso a te"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (3.1)
- dialogues demonstrating the present tense of verbs in context (3.2)
- dialogues demonstrating two friends sharing thoughts (3.4)
- dialogues presenting situations of patience and impatience, together (3.5)
- "Penso a te" <https://www.youtube.com/watch?v=QPPDFCjBvLM&frags=pl%2Cwn>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members "Penso a te" and explaining it to them in Spanish and Italian (3.3)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (3.1-3.2, 3.4-3.5)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, sharing thoughts and perspectives and describing moments of patience and impatience (3.4-3.5)
- Students write short dialogues that present situations of patience and impatience and they share them with each other and perform them in a recorded Zoom conversation (3.5).

Week 4. Shopping for groceries, sharing how we feel, expressing annoyance

LEARNING OUTCOMES

By the end of the week, students will be able to:

- 4.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practices of reading aloud chapter 5 of *Radio Lina*, learning Neffa's hip-hop piece, "Aspettando il sole," and translating Righeira's "Vamos a la playa" into Italian.
- 4.2 conjugate and create idiomatic contexts for the use of irregular verbs – *stare, andare, dare, e fare* – in the present tense.
- 4.3 teach family and community members how to shop for groceries in Italian.
- 4.4 share different states of wellbeing.
- 4.5 create contexts for the expression annoyance and what bothers us.

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 4
Radio Lina, chapter 5
Neffa, "Aspettando il sole"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (4.1)
- dialogues demonstrating the present tense of verbs (*stare, andare, dare, fare*) in idiomatic context (4.2)
- dialogues demonstrating two friends sharing their feelings, describing what bothers them, and planning a trip to the grocery store (4.3-4.5)
- "Aspettando il sole"
<https://www.youtube.com/watch?v=8ub83flNWBI&frags=pl%2Cwn>
- "Vamos a la playa"
<https://www.lyrics.com/lyric/26576310/Righeira/Vamos+a+La+Playa>
- "Odio fare la spesa" (Alma edizioni) <https://youtu.be/4giZCjOpW5M>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members how to shop for groceries (4.3)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (4.1-4.2, 4.4-4.5)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, sharing how they are feeling (and why), describing what bothers them, and describing the trip they are about to take to buy groceries (4.3-4.5)
- Students collaborate (on Google docs) in the writing of their own hip-hop piece (4.1-4.2)

Week 5. Making a good impression, expressing what is good/healthy and bad/unhealthy, sharing details of our family members and communities

LEARNING OUTCOMES

By the end of the week, students will be able to:

5.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practice of reading aloud chapter 6 and Part II, chapters 1-2 of *Radio Lina*, and learning Jovanotti's song "A te."

5.2 conjugate and create idiomatic contexts for the use of irregular verbs – *dire, uscire, venire, dovere, volere, potere* – in the present tense.

5.3 use possessive adjectives correctly.

5.4 teach family and community members to discuss making a good impression and healthy and unhealthy habits.

5.5 share details of our family members and communities.

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 5
Radio Lina, chapter 6, Part II, chapters 1-2 Jovanotti "A te"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (5.1)
- dialogues demonstrating the present tense of verbs (*dire, uscire, venire, dovere, volere, potere*) in idiomatic context (5.2)
- dialogues demonstrating the usage of possessive adjectives (5.3)
- dialogues demonstrating two friends sharing healthy and unhealthy habits and talking about their families and communities (5.4-5.5)
- "A te" <https://www.youtube.com/watch?v=NGTI5mQpK-M>
https://www.youtube.com/watch?v=cfhK_wTcVBU&frags=wn

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members how to discuss making a good impression and healthy and unhealthy habits. (5.4)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (5.1-5.3)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, sharing details of their family members and communities (5.3-5.5)

Week 6. What we like and don't like, giving/taking something to someone, expressing gratitude and good wishes to family, friends, and nature

LEARNING OUTCOMES

By the end of the week, students will be able to:

- 6.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practice of reading aloud Part II, chapters 3-5 of *Radio Lina*, and learning Francesco De Gregori's song "Buonanotte fiorellino" (sung by the Chilean group Inti- Illimani)
- 6.2 create contexts for the use of direct and indirect object pronouns.
- 6.3 discuss likes and dislikes, using the verb *piacere*
- 6.4 teach family and community members direct and indirect object pronouns, choosing objects to give and take to different people
- 6.5 share details of our gratitude, thanking family, friends, and nature

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 6
Radio Lina, Part II, chapters 3-5
Francesco De Gregori, "Buonanotte fiorellino"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (6.1)
- dialogues demonstrating the use of direct and indirect object pronouns (6.2)
- dialogues demonstrating the usage of the verb *piacere* (6.3)
- dialogues demonstrating two friends sharing their gratitude to family, friends, and nature (6.5)
- Buonanotte fiorellino

<https://www.youtube.com/watch?v=5UHJvR1QS8A&frags=pl%2Cwn>

<https://www.youtube.com/watch?v=VsURw-Bnzpk&frags=>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members how to use direct and indirect object pronouns. (6.4)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (6.1-6.3)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, sharing details of their gratitude to family members, communities, and nature (6.5)

Week 7. What happened this morning, yesterday, last week, last month, last year

LEARNING OUTCOMES

7.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practice of reading aloud Part III, chapters 1-2 of *Radio Lina*, and learning the song "Bella ciao" (and a Spanish version sung in Colombia)

7.2 narrate events and feelings from the past, using the *passato prossimo*

7.3 use direct object pronouns with the *passato prossimo* with correct agreement of the past participle

7.4 teach family and community members to use the *passato prossimo*, building on the previous week's lesson with direct and indirect object pronouns

7.5 share historical events that have been important in their lives

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 7

Radio Lina, Part III, Chapters 1-2

"Bella ciao"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (7.1)
- dialogues demonstrating the use of the *passato prossimo* (7.2)
- dialogues demonstrating the agreement of direct object pronouns with the past participle (7.3)
- dialogues demonstrating two friends discussing historical events that have been important in their lives (7.5)
- "Bella ciao" https://www.youtube.com/watch?v=h_8O57J8Hyg&frags=pl%2Cwn
- <https://www.youtube.com/watch?v=v3FRQv4UPGE&frags=pl%2Cwn>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members how to use the *passato prossimo*, building on the previous week's lesson with direct and indirect object pronouns. (7.4)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (7.1-7.3)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, narrating historical moments that have been important in their lives (7.5)

Week 8. Waking up, falling asleep, having fun, complaining, getting tired, getting bored, getting angry, brushing our teeth, etc.

LEARNING OUTCOMES

By the end of the week, students will be able to:

8.1 identify and analyze differences and similarities in lexicon, grammar, and idioms through the practice of reading aloud Part III, chapters 3-5 of *Radio Lina*, and learning Jovanotti's rap "Non m'annoio"

8.2 express themselves in the present and *passato prossimo*, using reflexive and impersonal verbs

8.3 discuss likes and dislikes, using the verb *piacere*

8.4 teach family and community members give an account of today and yesterday, using reflexive verbs in the present and *passato prossimo*, and to express their likes and dislikes

using the verb *piacere*

8.5 share details of their likes and dislikes and of occasions for complaint, boredom, anger, fun, etc.

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 8

Radio Lina, Part III, chapters 3-5

Jovanotti, "Non m'annoio"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (8.1)
- dialogues demonstrating the use of reflexive verbs in the present and *passato prossimo* (8.2)
- dialogues demonstrating the usage of the verb *piacere* (8.3)
- dialogues demonstrating two friends sharing details of their likes and dislikes and of occasions for complaint, boredom, anger, fun, etc. (8.5)
- Jovanotti, "Non m'annoio"

<https://www.youtube.com/watch?v=xVfHQXWtRrU&t=49s&frags=pl%2Cwn>

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members how to use reflexive verbs and to express their likes and dislikes (8.4)
- Students turn in their analysis journal and exercises related to the readings and activities (8.1-8.3)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, expressing their likes and dislikes and sharing details of "I complain when ...," "I get bored when ...," "I have fun when ...," etc. (8.5)

Week 9. Once upon a time, when I was a child..., one time...

LEARNING OUTCOMES

By the end of the week, students will be able to:

9.1 identify and analyze differences and similarities in lexicon, grammar, and idiom through the practice of reading aloud the first chapter of Collodi's *Pinocchio* and learning Gino Paoli's song "La gatta."

9.2 tell stories from the past, using the imperfect tense.

9.3 create contexts for the correct usage of the imperfect and the *passato prossimo*

- 9.4 teach family and community members to tell stories of the past using the imperfect tense.
- 9.5 write a short original fairytale

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 9
Collodi, *Pinocchio*, chapter 1
Gino Paoli, "La gatta"

INSTRUCTIONAL VIDEOS

- demonstration of analytical note-taking in journal (9.1)
- dialogues demonstrating the use of the imperfect tense (9.2)
- dialogues demonstrating the use of the imperfect tense in contrast to the *passato prossimo* (9.3)
- dialogues demonstrating two friends making up an original fairytale together (9.5)
- "La gatta"
<https://www.youtube.com/watch?v=ByUSwib7-50&frags=pl%2Cwn>
- beginning scenes from the 2003 film, *Pinocchio*, with Roberto Benigni

ACTIVITIES/ASSESSMENTS

- Students record themselves teaching community members how to tell stories of the past using the imperfect tense (9.4)
- Students turn in their analysis/reflection journal and exercises related to the readings and activities (9.1-9.3)
- Students write a letter in Spanish and Italian to a student/pen pal in the class that includes the short original fairytale they wrote and how they came up with the idea for it (9.5)

Week 10. Review

LEARNING OUTCOMES

By the end of the week, students will be able to:

- 10.1 choose a Spanish text and translate it into Italian
- 10.2 identify, analyze, and reflect on the differences and similarities in lexicon, grammar, and idioms between the original Spanish text and their translation
- 10.3 reflect in Italian (orally and in writing) on how their knowledge of Spanish was consolidated in the course (with concrete examples)

- 10.4 complete a series of written exercises that review lexicon, grammar, and idioms
- 10.5 reflect with family and community members on what was learned during the quarter.
- 10.6 ask and respond to questions from class members about takeaways from the course

READINGS

Italian for Spanish Speakers (ISS) textbook, Chapter 10

INSTRUCTIONAL VIDEOS

- demonstration of work on a translation from Spanish to Italian (10.1)
- dialogues demonstrating analysis/reflection on differences and similarities in lexicon, grammar, and idioms (10.2)
- dialogues demonstrating possible questions and answers about takeaways from the course (10.6)

ACTIVITIES/ASSESSMENTS

- Students record themselves talking with community members about what they remember from their weekly lessons (10.5)
- Students turn in their Spanish text, Italian translation and comparative analysis/reflection and the review exercises (10.1-10.4)
- Students write a letter in Spanish and Italian to a student/pen pal in the class, sharing details of their takeaways from the class (10.6)

Week 11. Final Exam

Final proctored exam that gives students an opportunity to show what they have learned via translation exercises and writing prompts.

The final exam will be proctored via ProctorU's live proctoring service.

Student Resources for Support and Learning

Library Help

Ask a Librarian <https://library.ucsd.edu/ask-us/>

Library Help: Course Reserved, Connecting from Off-Campus and Research Support
<https://library.ucsd.edu/ask-us/triton-ed.html>

Learning Resources

Writing Hub <https://writinghub.ucsd.edu/>

Improve writing skills and connect with a peer writing mentor

Academic Achievement Hub <https://aah.ucsd.edu/>

Peer-assisted study sessions, drop-in tutoring, and learning strategies.

Student Success Coaching Program <https://successcoaching.ucsd.edu/>

Peer mentor program that provides students with information, resources, and support in meeting their goals

Student Resources

Basic Needs

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact:

foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858)246-2632

CAPS Student Health and Well-Being

Provides services like confidential counseling and consultations for psychiatric services and mental health programming

<https://wellness.ucsd.edu/caps/>

Community Centers

As part of the [Office of Equity, Diversity, and Inclusion](#) the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus

<https://students.ucsd.edu/student-life/diversity/>

Triton Concern Line

Report students of concern at (858) 246-1111

<https://blink.ucsd.edu/instructors/advising/concern/>

Undocumented Student Services

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence

<https://uss.ucsd.edu/>

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Office for Students with Disabilities (OSD)

Documents student disabilities, provides accessibility resources, and reasonable accommodations

858.534.4382 | osd@ucsd.edu | <https://disabilities.ucsd.edu/>

Inclusion

Office of Equity, Diversity, and Inclusion

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

Student Life: Diversity <https://students.ucsd.edu/student-life/diversity/>

Policy on University of California Diversity Statement

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

Technical Support

For help with accounts, network, and technical issues:

<http://blink.ucsd.edu/go/servicedesk>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:

<https://blink.ucsd.edu/technology/file-sharing/zoom/>

UC San Diego Principles of Community

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

UC San Diego Academic Policies

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself:

- is what I'm about to do or submit for credit an honest, fair, respectful, responsible, and trustworthy representation of my knowledge and abilities at this time and,
- would my instructor approve of my action?

You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at

<http://academicintegrity.ucsd.edu>

(Source: Academic Integrity Office, 2018)