



# COMM 10

## Introduction to Communication

UCSD • Spring 2022

***This course seeks to answer five key questions:***

*What is communication? Where does it occur? How does it occur? Why does it matter? How do we study it? In answering these questions, the course provides an introduction to major issues in the field of communication and also to the main areas of focus in this department.*

## **Instructor**

**Dr. Thomas Conner**, [tconner@ucsd.edu](mailto:tconner@ucsd.edu)

(please include “COMM 10” in the subject line!)

Office hours: 10-11 a.m. Mondays & Tuesdays

@ <https://ucsd.zoom.us/j/97547477719?pwd=bTBETWpBa1llTElidDN6NWNhS1JwZz09>

(meeting ID: 975 4747 7719)

Password: C10yeah!

— Please use this link to make appointment slots for Dr. Conner’s office hours at least two hours in advance: <https://calendly.com/connercomm/>

## **Teaching assistants**

**Taylor Brough**, [tbrough@ucsd.edu](mailto:tbrough@ucsd.edu)

Sections: A07 @ 4 p.m. & A08 @ 5 p.m. Mondays in U301 rm. 119

Office hours:

— In-person: 11 a.m.-12 p.m. Wednesdays @ Sequoyah 221

— Virtual: 12 p.m.-1 p.m. Wednesdays @ <https://ucsd.zoom.us/j/97950394786> (meeting ID: 979 5039 4786)

**Googie Daniels**, [medaniel@ucsd.edu](mailto:medaniel@ucsd.edu)

Sections: A01 @ 3 p.m. & A02 @ 4 p.m. Mondays in HSS rm. 2152

Office hours:

— In-person: 1-2 p.m. Wednesdays @ CSB 242

— Virtual: 4-5 p.m. Tuesdays @ <https://ucsd.zoom.us/j/96927697616> (meeting ID: 969 2769 7616)

**Ignacio Evans**, [ivevans@ucsd.edu](mailto:ivevans@ucsd.edu)

Sections: A03 @ 1 p.m. & A04 @ 2 p.m. Tuesdays in Center rm. 205

Office hours: TBA

**Nithyanand Rao**, [nnrao@ucsd.edu](mailto:nnrao@ucsd.edu)

Sections: A05 @ 10 a.m. & A06 @ 11 a.m. Fridays in Center rm. 207

Office hours: 1-2 p.m. Tuesdays @ Sequoyah rm. 202, or by appointment (email)

## Teaching philosophy

My chief teaching goal is to prepare students not only to understand the world but to act within it — to claim their own place, contribute, and affect positive change. I see my role as being a facilitator who provides perspectives, concepts and tools to help you get the most out of this exploration (which likely will touch on many issues and experiences important to you) and to send you forth at the end of the term armed not just with a broader sanctioned perspective on how humans make and share meanings about the world but how *you yourself* participate in these ongoing processes, discourses, and games — and thus with a better idea of how you may manage that participation in order to seize your most active and enriching place in that world.

## Course modality

As of the beginning of the spring term, UCSD is returning to full in-person instruction. In this course, however, we will be splitting the difference:

**MONDAY & WEDNESDAY lectures will take place in Center Hall rm. 115.**

**FRIDAY lectures will take place via Zoom @ this link:**

[https://ucsd.zoom.us/j/94967747205?pwd=NG54VUxmbFNuV2h4Mlo2TU  
Evb013UT09](https://ucsd.zoom.us/j/94967747205?pwd=NG54VUxmbFNuV2h4Mlo2TUEvb013UT09) (meeting # 949 6774 7205)

**Password: C10yeah!**

(Do **not** share this information with *anyone*, for any reason, outside of this class.)

**\*\*\* YOU WILL NOT BE ABLE TO ENTER THE FRIDAY ZOOM UNTIL YOU REGISTER**, which you should do here before the first session:

<https://ucsd.zoom.us/meeting/register/tJAkce6vqjwoGtEd9jg8EY0zbqvpCimJwaul>

(When joining the Friday lectures on Zoom, please add your section number to your displayed name.)

**All DISCUSSION SECTIONS will be in-person at their assigned locations** unless otherwise instructed.

**OFFICE HOURS** are listed above and may be a combination of in-person and Zoom options.

COMM 10 is a fixture in the UCSD Communication department, bearing a particular canon of literature and ideas. This spring, we will be surveying those, per usual. However, we'll be doing that work *this spring of all springs* — during an extraordinary historical moment on many fronts, not least of which is the relative emergence from two fretful years of a global pandemic. It will be important for us to attend to this historical situation as we proceed.

To do that, each week we will read and discuss core social and communication theories, some of which were written a century ago. While still crucial to specific understandings of individual meaning-making and social organization, I want us to end each week's consideration of these by

pulling back to the present moment — Zooming out, as it were — and continually asking: **What, if any, of these ideas has been reshaped, altered, or broken by shifts in communication focus and practice during the pandemic?** Maybe a lot, maybe nothing, but we have an ideal opportunity to question these perspectives as both scholars and everyday survivors in the very moment of flux.

I am less interested in dredging up or dwelling on the dreary recent past than I am in suggesting ways forward into the immediate future. As we reengage this term with more embodied situations and physical spaces, we'll no doubt hear a lot of discourse about a "return to normal" (whatever that could possibly be, which we'll also discuss). From the perspectives of this class, we can evaluate the accuracy of such a phrase, as well as what might be constituting the new normal(s) in 2022. That forward-thinking focus also will be the mission of your midterm group projects (see below).

So: in order to discuss some of these impacts, it makes sense to conduct that discussion via the apparatus we've all come to love & loathe, the digital tool through which many of us have adapted or fine-tuned ways of communicating, presenting, and framing ourselves. Thus, ***all Friday lectures will take place at the Zoom link above, not in the classroom.*** (However, the classroom will be available to any student wishing to use it as a safe and convenient space from which to join the Zoom. At least one TA will be present.) Assigned readings for these days mostly will draw from very recent scholarship and journalism about these contemporary issues.

*Note:* The hybrid modality does *not* extend to the in-person lecture days. That is, students may *not* Zoom into Monday and Wednesday lectures. Attendance will be monitored M/W/F.

## **Pandemic logistics**

As of the beginning of the spring term, per university policy, **all students and instructors are required to wear appropriate masks in classrooms at all times.** Even if public-health conditions and mandates ease during the spring, you are encouraged to remain masking during classroom and office encounters, both for your own safety and the safety and comfort of others. Physical distancing is also encouraged whenever possible, and please refrain from crowding the podium before/after lectures.

Masking poses obvious challenges to clear and ready access and understanding within the classroom, making hearing and understanding more difficult. (This can and should be a conversation or inquiry topic at some time during this *communication* class!) Your instructors are all too aware of these challenges and will be working throughout the term to meet them to the best of their ability. Please be patient and — as you have for some time now, I know, and valiantly — keep rolling with the sometimes sudden changes as they occur. Raise any related concerns with your TA or professor, and keep abreast of the most current UCSD policies and Covid information (as well as sources of free masks, testing sites, etc.) at <https://returntolearn.ucsd.edu/campus-guidelines/masking-and-operations/index.html>.

## Assignments & grading

I won't bother you with busywork, but I do think it's helpful to offer different kinds of assessments. The assignments in this class are interlinked and designed to help you see connections between course readings, media material, and the real world. I understand that grades are important, and I will do everything I can to support you in meeting your goals. Ultimately, however, I hope that you work hard because you care about your personal growth.

*Grading breakdown:*

<b>Attendance &amp; participation</b>	<b>100 points</b>
<b>Weekly quizzes</b>	<b>200 points</b>
<b>Group project</b>	<b>300 points</b>
<b>Final exam</b>	<b>400 points</b>

*Letter-grade scale:*

97-100% A+ / 94-96% A / 90-93% A- 87-89% B+ / 84-86% B / 80-83% B-  
77-79% C+ / 74-76% C / 70-73% C- 67-69% D+ / 64-66% D / 60-63% D-  
59% & below F

### **Attendance & participation**

Attendance is required at discussion sections and will be graded accordingly (5 points each week). Attendance is expected at lectures and will be monitored.

Participation may take many forms, from regular contributions to live discussion to adding written insight within online forums — including regular midweek check-ins on Canvas — and peer support during class exercises. We seek to evaluate student performance not just by whether you deliver correct quiz and exam answers but also by how much of an effort you demonstrate toward learning. Participation scoring (5 points each week) is entirely at the discretion of the TAs.

### **Weekly quizzes**

Most weeks will conclude with a brief quiz, with questions drawn from both the assigned readings and the lectures. Each quiz is worth a total of 25 points.

*How the quizzes work:*

Weekly quizzes are conducted via Canvas. Each quiz will consist of five questions, and you'll have a time limit of 45 minutes.

- 4 questions are multiple choice or true/false questions (3 points each)
- 1 question requires analysis and interpretation (13 points possible). You will write a brief, 150-word reflection, discussing one particular aspect that resonated with you. Every student who answers the question will receive 1 point. The remaining 12 points are awarded for demonstrating a sophisticated argument based on three categories: evidence (4 points), analysis (4 points), and organization (4 points).

There will be 9 quizzes throughout the term — but only 8 quizzes will count towards the final grade. (The lowest score will be dropped.)

In addition to the quizzes at the end of each week, a “Midweek check-in” will be available each Wednesday (due Friday before lecture). These are ever-so brief opportunities for you to provide feedback about the course itself as we go. Regular contributions to these inquiries factor into your participation grade.

**Group project**

The goal of the group project is to give students an opportunity to collaborate and interact with each other as well as to introduce you to the idea of connecting theoretical concepts with empirical reality.

Students will self-select in groups of 4-5 within their discussion sections and work together to prepare a brief (5-7 minute) video and/or slide presentation on the topic of “Communicating After Covid-19.”

For each group presentation, students will address the overarching question: ***How are we communicating differently as we emerge from the Covid-19 pandemic?***

Students may answer the question by selecting a single facet of interpersonal exchange or mediated encounter, and then analyzing it based on these considerations:

- How (or if) this comm practice was different prior to the pandemic
- What the changes (or stasis) to this practice have altered, boosted, or reduced (i.e., power relations, personal or social identity, news information, potential for social change, etc.), and how temporary or permanent this may be
- How these changes (or stasis) might be socially addressed and/or taught to future communicators

Your presentations may be constructed in a variety of digital forms (at the discretion of your TA) and are to be posted to Canvas forums by the start of your section time during Week 6.

*Project grading rubric:*

	<b>Needs improvement</b>	<b>Fair</b>	<b>Strong</b>	<b>Excellent</b>	<b>Maximum points</b>
<b>Evidence</b>	0-25	26-50	51-75	76-100	100
<b>Analysis</b>	0-25	26-50	51-75	76-100	100
<b>Organization</b>	0-12	13-25	26-38	39-50	50
<b>Teamwork</b>	0-12	13-25	26-38	39-50	50
<b>TOTAL</b>					<b>300</b>

**Final exam**

Three quarters of the final exam are multiple choice or true/false questions (300 points). One quarter is dedicated to a 300-word essay (100 points). The exam builds on the weekly course contents and *will require some study time* at the end of the quarter.

The final exam is on **Friday, June 10 at 3:00 p.m.** Pacific Time.

**Late policy:** There's not one. Late quizzes or assignments are *not* accepted. If it's not delivered or presented by the posted deadline, you will receive an F. There are no exceptions to this policy.

**Incompletes:** Incomplete grades will be given only for valid and documented medical or legal reasons (e.g. court appearance). There are no exceptions to this policy.

## **Readings & assignments**

*This schedule is available as a separate Canvas page and — given life at the present moment — subject to tweaks, changes, and general upheaval. **Pay attention to course updates & announcements, and please be flexible & understanding.** You will always have two weeks of notice before any changes to assigned reading. (This PDF will not be updated; the Canvas page always will contain the current schedule & assignment information.)*

**Books to buy:** None! All readings will be posted or linked on Canvas.

**Pay attention to each PDF:** Each file will contain the complete text; however, you won't always be assigned to read the whole thing. Please do (by all means — you'll excel!), but suffice to follow any instructions embedded throughout each PDF, many of which will contain a green line (meaning “start here”) and a red line (meaning “you can stop here”). You will only be held responsible for the material in between.

### **Week 1 :: Communication starts with me, myself & I**

#### **Monday 03.28.22 @ Center Hall 115**

- *Read:* This syllabus & review the Canvas site
- *Read:* Raymond Williams, “Communication,” “Media,” “Mediation,” and “Culture” (from *Keywords: A Vocabulary of Culture and Society*, 1976)

#### **Wednesday 03.30.22 @ Center Hall 115**

- *Read:* George Herbert Mead, “The Self, the I, and the Me” (from *Mind, Self and Society*, 1929)
- *Read:* Erving Goffman, “Introduction” (from *The Presentation of Self in Everyday Life*, 1956)

#### **Friday 04.01.22 @ Zoom link**

- *ZOOM IN reading:* Betsy Morris, “Why Does Zoom Exhaust You? Science Has an Answer” (*The Wall Street Journal*, May 27, 2020)

**Quiz #1** — due on Canvas by 3 p.m. Sunday 04.03.22

## Week 2 :: The work of representation

### **Monday 04.04.22 @ Center Hall 115**

- *Read:* Stuart Hall, “The Work of Representation” (from *Representations: Cultural Representations and Signifying Practices*, 1997)

### **Wednesday 04.06.22 @ Center Hall 115**

- *Read:* Stuart Hall, “Encoding, Decoding” (in *The Cultural Studies Reader*, 1993)

### **Friday 04.08.22 @ Zoom link**

- *Zoom IN reading:* Aja Romano, “13 ways of looking at a Zoom background” (*Vox*, April 16, 2020) @ this link: <https://www.vox.com/2020/4/16/21219104/zoom-background-ways-look-pandemic-quarantine-social-distancing>

**Quiz #2** — due on Canvas by 3 p.m. Sunday 04.10.22

## Week 3 :: Language as a site of power & cultural production

### **Monday 04.11.22 @ Center Hall 115**

- *Read:* Robin Lakoff, “Language, Politics, and Power” (from *Talking Power*, 1990)

### **Wednesday 04.13.22 @ Center Hall 115**

- *Read:* Ralina Joseph, “Introduction” (from *Postracial Resistance*, 2018)
- *Read:* Gloria Anzaldúa, “How to Tame a Wild Tongue” (from *Borderlands/La Frontera: The New Mestiza*, 1987)

### **Friday 04.15.22 @ Zoom link**

- *Zoom IN reading:* Elizabeth McCarron, “Creating Accessible Videos: Captions and Transcripts” (CAIS, in press)

**Quiz #3** — due on Canvas by 3 p.m. Sunday 04.17.22

## Week 4 :: Communication, community & the public(s)

### **Monday 04.18.22 @ Center Hall 115**

- *Read:* Benedict Anderson, “The Origins of National Consciousness” (from *Imagined Communities*, 1983)
- *Read:* Radhika Desai, “The Inadvertence of Benedict Anderson: Engaging Imagined Communities” (in *The Asia-Pacific Journal*, March 16, 2009)

### **Wednesday 04.20.22 @ Center Hall 115**

- *Read:* Jürgen Habermas, “The Public Sphere” (1974)
- *Read:* Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy” (in *Social Text*, 1990)

**Friday 04.22.22 @ Zoom link**

- *ZOOM IN reading*: Katherine Levine Einstein et al., “Still Muted: The Limited Participatory Democracy of Zoom Public Meetings” (in *Urban Affairs Review*, 2022)

**Quiz #4** — due on Canvas by 3 p.m. Sunday 04.24.22

**Week 5 :: Mass media communication**

**Monday 04.25.22 @ Center Hall 115**

- *Read*: Walter Lippmann, “The World Outside and the Pictures in Our Heads” (from *Public Opinion*, 1922)

**Wednesday 04.27.22 @ Center Hall 115**

- *Read*: John Hartley, “Democratainment” (in *The Television Studies Reader*, 2004)
- *Read*: Gholam Khiabany & Milly Williamson, “Free Speech and the Market State: Race, Media and Democracy in New Liberal Times” (in *European Journal of Communication*, 2015)

**Friday 04.29.22 @ Zoom link**

- *ZOOM IN reading*: Viorela Dan et al., “Visual Mis- and Disinformation, Social Media, and Democracy” (in *Journalism & Mass Communication Quarterly*, 2021)

**Quiz #5** — due on Canvas by 3 p.m. Sunday 05.01.22

**Week 6 :: Communication as control!**

**Monday 05.02.22 @ Center Hall 115**

- *Read*: Theodor Adorno & Max Horkheimer, “The Culture Industry: Enlightenment as Mass Deception” (from *The Dialectic of Enlightenment*, 1944/1993)

**Wednesday 05.04.22 @ Center Hall 115**

- *Read*: Jonathan Gray, “Art with Strings Attached: Creativity, Innovation, and Industry” (from *Television Entertainment*, 2008)

**Friday 05.06.22 @ Zoom link**

- *ZOOM IN reading*: Laura Mulvey, “Visual Pleasure and Narrative Cinema” (in *Screen*, 16/3, 1975)
- *ZOOM IN reading*: Guilherme da Silva Machado, “Zoom in on the Face: The Close-Up at Work” (in *Pandemic Media: Preliminary Notes Toward an Inventory*, 2020)

**Quiz #6** — due on Canvas by 3 p.m. Sunday 05.08.22

## Week 7 :: Communication as control?

### **Monday 05.09.22 @ Center Hall 115**

- *Read:* Elihu Katz & Paul F. Lazarsfeld, “The Two-Step Flow of Communication” (from *Personal Influence*, 1957)
- *Read:* Thomas E. Ruggiero, “Uses and Gratifications Theory in the 21st Century” (in *Mass Communication & Society*, 2000)

### **Wednesday 05.11.22 @ Center Hall 115**

- *Read:* hooks, bell. “The Oppositional Gaze: Black Female Spectators” (from *Black Looks: Race and Representation*, 1992)

### **Friday 05.13.22 @ Zoom link**

- *ZOOM IN reading:* Brandy N. Kelly Pryor & Corliss Outley, “‘Last Night a DJ Saved My Life’ @Dnice #ClubQuarantine: Digitally Mediating Ritualistic Leisure Spaces During Isolation” (in *Leisure Sciences*, 2021)

**Quiz #7** — due on Canvas by 3 p.m. Sunday 05.15.22

## Week 8 :: Technology & non-human mediators

### **Monday 05.16.22 @ Center Hall 115**

- *Read:* Raymond Williams, “The Technology and the Society” (from *Television: Technology and Cultural Form*, 1990)

### **Wednesday 05.18.22 @ Center Hall 115**

- *Read:* Vilém Flusser, “The Technical Image” and “The Apparatus” (from *Towards a Philosophy of Photography*, 1984)

### **Friday 05.20.22 @ Zoom link**

- *ZOOM IN reading:* Syreeta McFadden, “Teaching the Camera to See My Skin” (*Buzzfeed*, April 2, 2014) @ this link: <https://www.buzzfeednews.com/article/syreetaamcfadden/teaching-the-camera-to-see-my-skin>
- *ZOOM IN reading:* Taylor Synclair Goethe, “Bigotry Encoded: Racial Bias in Technology” (*Reporter*, March 2, 2019) @ this link: <https://reporter.rit.edu/tech/bigotry-encoded-racial-bias-technology>

**Quiz #8** — due on Canvas by 3 p.m. Sunday 05.22.22

## Week 9 :: The promise and reality of new media I

**Monday 05.23.22 @** Center Hall 115

- *Read:* Allucquère Rosanne Stone, “Will the Real Body Please Stand Up?” (in *Cyberspace: First Steps*, 1991)

**Wednesday 05.25.22 @** Center Hall 115

- *Read:* Wendy Chung, TBA

**Friday 05.27.22 @** Zoom link

- *ZOOM IN reading:* Safiya Umoja Noble, “A Society, Searching” (from *Algorithms of Oppression: How Search Engines Reinforce Racism*, 2018)

**Quiz #9** — due on Canvas by 3 p.m. Monday 05.30.22

## Week 10 :: The promise and reality of new media II

**\*\*\* Alert! — NO section meetings this week! \*\*\***

**Monday 05.30.22** — MEMORIAL DAY / NO LECTURE

**Wednesday 06.01.22 @** Center Hall 115

- *Read:* Miriyam Aouragh & Paula Chakravarty, “Infrastructures of Empire: Towards a Critical Geopolitics of Media and Information Studies” (in *Media, Culture and Society*, 38/4, 2016)

**Friday 06.03.22 @** Zoom link

- *ZOOM IN reading:* Jacqueline Sheean, “A (New) Specter Haunts Europe: The Political Legibility of Spain’s Hologram Protests” (in *Journal of Spanish Cultural Studies*, 19/4, 2018)

**NO quiz this week!**

## Finals Week

**Friday 06.10.22 @** TBA

The final exam is at 3:00 p.m. Pacific Time.

## Course expectations & conduct

<b><i>WHAT I EXPECT OF YOU</i></b>	<b><i>WHAT YOU CAN EXPECT OF ME</i></b>
<b>Read.</b> Read the assigned texts carefully, deliberately and with an open mind. Do your best, and don't give up.	<b>Orientation.</b> The readings will feel overwhelming, but don't get frustrated. Immerse yourself, then trust the course's organization and flow. Concepts and ideas will be explained as clearly as possible.
<b>Engage.</b> Don't just "read over" the material — <i>engage</i> with it as best you can. Bring to classes something to say, something to question, something we might puzzle out together. Be ready to participate.	<b>Interaction.</b> As the lecture forum allows, speak up and let's address your questions. Discussion sections, however, are called that for a reason: as you're comfortable & able, pipe up & jump in! I don't seek to provide you answers as much as to facilitate your own exploration.
<b>Be patient with yourself.</b> Allow time to absorb, process and reflect on all the materials in class, and don't get frustrated if you're not "getting it" right away. That's why we have both class discussions and sections.	<b>Enthusiasm.</b> I will be prepared for each class and bring my enthusiasm for teaching to each lecture, class activity, online conversation, and office-hour meeting.
<b>Attend.</b> One of the many things we'll explore in this class is the impact of embodiment and material presence. Such concepts map directly onto classroom attendance: you can't impact or be impacted if you aren't present. Please also be on time.	<b>Responsiveness.</b> I'm happy to respond to general questions, concerns, and requests, but <u>always consider contacting your teaching assistant first</u> . Use email for scheduling and logistics; bring theoretical inquiries to office hours.
<b>Monitor comms.</b> Course announcements will be communicated via Canvas messaging (which should double to email). It's important to check your messages regularly.	<b>Regular reminders.</b> I'll post a Canvas announcement each Sunday, outlining the week ahead, and other notices as needed.
<b>Courtesy to <u>all</u> students and instructors.</b> That means respecting differing ideas <i>as well as</i> different levels of comprehension. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender, and nationalities. Read and review the course's "Commitment to anti-racist pedagogy," available on Canvas. In addition, be aware of the unique challenges of online/Zoom communication; read and review the "Community guidelines for online interaction," also available on Canvas.	<b>Courtesy to <u>all</u> students and instructors.</b> I will operate by the same expectations. Please bring to me or your TA any concerns along these lines (including our own behavior). In addition, I will gladly honor your request to address you by a lived name or gender pronoun of your choice.

<p><b>Integrity.</b> An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's <a href="#">Policy on Integrity of Scholarship</a>.</p>	<p><b>Integrity.</b> I will uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.</p>
<p><b>Be flexible.</b> We're still reeling from a pandemic, and I can't guarantee that there won't be any disruptions.</p>	<p><b>Reasonable accommodation</b> and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.</p>

**Notify me of any needed accommodations.** We are dedicated to making this course as accessible to all students as possible. If you require accommodations or services for disabilities, please communicate with the professor immediately and register with the Office of Students with Disabilities (OSD) in order to obtain a current Authorization for Accommodation (AFA) letter. This letter is required for you to be eligible for accommodation requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters. For additional information, contact the Office for Students with Disabilities: (858) 534-4382 (voice); (858) 534-9709 (TTY, reserved for people who are deaf or hard of hearing); [osd@ucsd.edu](mailto:osd@ucsd.edu); <http://disabilities.ucsd.edu>.

**Trust in us.** In managing this class the professor and the teaching assistants will function as a team and will consult regularly with each other on all matters concerning the class. In particular, we will use identical criteria in grading student assignments and will make every effort to ensure that grades assigned are scrupulously fair and reflect the quality of the work concerned. Due to this process of consultation and the use of uniform grading criteria, teaching assistants have complete authority in all actions that they undertake regarding the course, and the professor is unlikely to rescind any of their decisions.

## Academic integrity

You are required to observe university regulations regarding academic integrity. This means no student shall engage in any activity that involves attempting to receive a grade by means other than honest effort. For example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.

- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

These are all serious academic offenses, and committing them opens you to world of bureaucratic trauma and lingering future penalties (both academic *and* professional). The university has strict rules and severe punishments for plagiarism and cheating. These will not be waived under any circumstances.

If you have the slightest question about these parameters, ask your instructors — asking is not an offense, committing the acts above is — or contact the UCSD Office of Academic Integrity, <https://academicintegrity.ucsd.edu/>.

If you weren't capable of doing the work, you wouldn't be here. Don't blow it.

**You've got this!**  
*Let's have a great & productive spring!*