

MIT 1025 – First-Year Foundations

Dr. Grant Campbell
Fall 2019

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In this region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First nations and all of the Original peoples of Turtle Island (North America).

This Land Acknowledgement is important for MIT 1025 for the following reasons:

- It reminds us that scholarship does not take place in a vacuum; we are doing our scholarly work within a complex, diverse, and sometimes contentious collection of social contexts and historical narratives;
- It reminds us that what seems right from one perspective can seem deeply wrong from another;
- It reminds us that the same physical space can hold more than one name and sustain more than one narrative;
- It reminds us that learning can be a destabilizing and painful process for all of us.

Instructor Information

Dr. D. Grant Campbell
FIMS-Nursing Building FNB 4083
Office Hours TBA
519-661-2111 x88483
gcampbel@uwo.ca

Course Information

Lectures: Mondays, 12:30-2:30 pm., Arts and Humanities Building, Room 1R40.

Tutorial: See Attached Tutorial Guide

Prerequisites or Antirequisites

This course has no pre-requisites

Course Syllabus

1. Course Description

MIT 1025 (First-Year Foundations for MIT) is a course designed to introduce students to foundational skills they will need throughout their university careers. We will focus on teaching the fundamentals of three key areas: research methods, critical thinking, and writing. The course will provide students with instruction in the basics of finding and evaluating sources, developing arguments, critical thinking, essay development as well as writing and rewriting and revision. It will also cover academic style and formatting, plagiarism and other issues in essay writing. The course will consist of a weekly two-hour lecture and a one-hour tutorial.

2. Objectives and Outcomes

We hope that MIT 1025 provides students with instruction in the fundamental skills outlined above. By the end of the course, students should be able to:

- critically read and unpack a text;
- identify and analyze arguments;
- find and evaluate scholarly and mainstream sources focusing on media and media-related issues;
- construct an argument/thesis and support it with appropriate evidence;
- understand the fundamentals of essay development;
- learn the basics of academic style, formatting and citation; and
- have a foundation for further development of critical thinking and writing skills.

See the attached outline for a detailed breakdown of weekly topics and readings.

Course Materials

The following text is required, and has been ordered in quantity for the Western Bookstore:

Kahneman, Daniel. (2011). *Thinking fast and slow*. Toronto: Doubleday Canada.

Other readings and supplementary materials will be supplied on the OWL site for the course.

Methods of Evaluation

Assignment details will be posted on the OWL site. The assignments must follow the American Psychological Association (APA) system for citations. Details for this format are available through the Western Library style guides site [here](#).

Assignment	Date Due	Weight
Tutorial Attendance and Participation		10 %
Essay Preparation Assignment	September 23	15 %
Annotated Bibliography	October 15	30 %
Introduction and Essay Outline	October 28	15 %
Finished Paper	November 25	30 %
		100 %

Please Note:

1. In order to pass the course, you **MUST** attend a minimum of 5 of the 9 tutorials.
2. The deadline to drop the course without academic penalty is November 9, 2019. By that time, you will have received graded work amounting to 45 % of your final grade. Students can find details about this academic policy here: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf. Please note, students are responsible for ensuring that they are aware of the grades they have received in their courses.

Class Policies:

Attendance

Attendance will be taken at the tutorials and will be considered in the overall participation grade. Failure to attend at least 5 tutorials will result in failure of the course.

Recording of Lectures

Students are forbidden to record either the lectures or the tutorials without prior permission from the instructor and TA.

Use of Electronic Devices in the Classroom

Students are permitted to use electronic devices such as laptops, tablets and smart phones in the lectures, with the following provisos:

- at no time must the use of such devices distract other students;
- at no time must the use of such devices display disrespect towards the instructor or anyone who is currently speaking.

Please be aware of the following:

- addiction to social media is a significant concern, and could adversely affect a student's academic performance;
- it is the student's responsibility to adopt a form of note-taking during lectures that optimizes the learning experience.

Class Slides and Other Visual Aids

The Powerpoint slides used in the lectures are meant to enhance the real-time learning experience for students in the classroom; they are not meant to act as surrogates either for the required reading or for the student's class notes. The slides will be available on OWL *after* the lecture, but not before.

Accommodation and Extensions

Due dates are provided in the syllabus. Assignments submitted late without prior arrangement, with the appropriate documentation, will be penalized at the rate of 10% per day. If you require an extension, refer to the Accommodation Policy in the “Notes” attached to this syllabus, and contact your TA as soon as possible.

Grading and Assessment

All grading will be completed by your Tutorial Assistant.

FIMS Grading Policy: “Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.”

Guidelines to the MIT Grade Range:

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The

report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

To get a grade of B or higher:

- The student's writing must be acceptably accurate, and free of significant errors in grammar, spelling or punctuation. No paper, however brilliant in conception, will get higher than 68% if the writing fails to communicate that conception effectively.

MIT 1025 – First-Year Foundations

Dr. Grant Campbell
Fall 2019

COURSE OUTLINE

Week of: September 9:
Class Readings: Kahneman, *Thinking fast and slow*. Introduction
Class Topics: Course Introduction
The Two Systems
Tutorial Readings: No Tutorial for the First Week

Week of: September 16:
Class Readings: Kahneman, chapters 1-5
Class Topics: Associative Coherence and Cognitive Ease
Writing and Cognitive Dissonance
Tutorial Readings: Hale, C. (2012, April 30). The pleasures and perils of the passive. *New York Times*. Retrieved from <https://opinionator.blogs.nytimes.com/2012/04/30/the-pleasures-and-perils-of-the-passive/>
Tutorial Topics: Introduction to the Tutorial
Passive Constructions

Week of: September 23:
Class Readings: Kahneman, chapters 6,7
Class Topics: Normality and Confirmation Bias
The Need for Sources
Tutorial Readings: Jackson, P. (2011, February 4). Are libraries finished? Five arguments for and against. *BBC News*. Retrieved from <https://www.bbc.com/news/magazine-12340505>
Tutorial Topics: Finding Sources
Assignment Due: Essay Preparation Assignment

Week of: September 30:
Class Readings: Kahneman, chapters 8,9
Class Topics: Prototypes and Substitutions

Argument Structure

Tutorial Readings: *What is a standard?* (2019). British Standards Institute. Retrieved from <https://www.bsigroup.com/en-CA/Standards/Information-about-standards/What-is-a-standard/>

Tutorial Topics: Citation Formats

Week of: October 7:

Class Readings: Kahneman, chapters 10-13
Class Topics: Availability and Doubt
Empirical Study

Tutorial Readings: O'Connor, M. (2014, February 20). Addicted to likes: How social media feeds our neediness. *New York*. Retrieved from <https://www.thecut.com/2014/02/addicted-to-likes-social-media-makes-us-needier.html>

Tutorial Topics: Substitution in Social Media

Week of: October 14

There will be no class and no tutorials this week, due to Thanksgiving Monday.

HOWEVER:

Annotated Bibliography Assignment due on October 15.

Week of: October 21

Class Readings: Kahneman, chapters 14, 15
Class Topics: Stereotyping and Conjunction
Media History

Tutorial Readings: Wagner, V. (2008, May 3). Margaret MacMillan: Things not to learn from history. *The Star*. Retrieved from https://www.thestar.com/entertainment/books/2008/05/03/margaret_macmillan_things_not_to_learn_from_history.html

Tutorial Topics: History

Week of: October 28

Class Readings: Kahneman, chapters 16-18
Class Topics: Stereotyping, Regression Towards the Mean
Media Theory

Tutorial Readings: Campigotto, J. (2019, August 12). Is Bianca Andreescu on track to be Canada's best tennis player ever? *CBC Sports*. Retrieved from <https://www.cbc.ca/sports/tennis/the-buzzer-bianca-andreescu-rogers-cup-1.5244336>

Herring, Chris. (2019, August 12). The Raptors aren't a major contender. But that doesn't mean they aren't interesting. *ABC News*. Retrieved from <https://fivethirtyeight.com/features/the-raptors-arent-a-major-contender-but-that-doesnt-mean-they-arent-interesting/>

Tutorial Topics: Regression Towards the Mean

Week of: November 4

READING BREAK: No classes or tutorials

Week of: November 11

Class Readings: Kahneman, chapters 21-23
Class Topics: Optimism and Experts

Tutorial Readings: Grenier, É. (2019, April 21). With 6 months to go, Justin Trudeau is up against history. *CBC News*. Retrieved from <https://www.cbc.ca/news/politics/grenier-trudeau-six-months-1.5102336>

Tutorial Topics: Did Grenier Get it Right?

Week of: November 18

Class Readings: Kahneman, chapters 28 and 30
Class Topics: The Unexpected

Tutorial Readings: Gohd, C. (2018, January 19). Algorithms are no better at predicting repeat offenders than inexperienced humans. *Futurism*. Retrieved from <https://futurism.com/algorithms-no-better-predicting-repeat-offenders-inexperienced-humans>

Tutorial Topics: Paranoia and Stereotyping

Week of: November 25

Class Readings: MacSweeney, E. (2018, February 16). Read an excerpt from Tara Westover's hotly anticipated memoir, *Educated*. *Vogue*. Retrieved from <https://www.vogue.com/article/tara-westover-educated-excerpt?verso=true>

Class Topics: Loyalty and Freedom

Tutorial Readings: Tara Westover excerpt
Tutorial Topics: What Role does Upbringing, Tradition and Loyalty Play in Scholarship?

Week of: December 2

Class Readings: TBA

Class Topics: Course Conclusion

No Tutorials this week.

NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2019

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the

semester, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Student Development Centre:

www.sdc.uwo.ca

Psychological Services:

www.sdc.uwo.ca/psych

Services for Students with

Disabilities:

www.sdc.uwo.ca/ssd

Accessibility

Information:

www.accessibility.uwo.ca

└ Writing Support

Centre:

www.sdc.uwo.ca/writing

Learning Skills Services:

www.sdc.uwo.ca/learning

g Indigenous Services:

[http://indigenous.uwo.c](http://indigenous.uwo.ca/)

a/

International and Exchange

Student

Centre:

www.sdc.uwo.ca/int Career

Centre at Western:

www.success.uwo.ca/careers/

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.