

MIT 300B-001 (Winter 2019)
Designing and Critiquing Research Methods
Mondays 9:30-12:30
January 7-April 8, 2019
Spencer Engineering Building (SEB) 2100

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TA Consulting Hours tbd

Course Description

An introduction to the range of research methods appropriate for understanding scholarship in the fields of communications, information, and media studies, including surveys, interviewing, content analysis and ethnography. Students will study specific methods in the context of the media-related topics that these methods have been used to address.

We will explore methods for doing research in media studies, as well as approaches to finding, reading, and critically evaluating research, and putting research to use in the field. The course will introduce qualitative and quantitative methods for systematically collecting and analyzing data, including surveys, content analysis, interviews, and ethnography, and techniques for communicating research, including data visualization and publishing. We will talk about the ways that the field has been formed and understood through research by examining a range of topics in areas of journalism, social media, big data, and television and film. The class will draw attention to the significance of framing and design, as well as the ethical considerations associated with doing research. As much as possible, this class will be run like a weekly working session, with hands-on activities to get a feel for different approaches to inquiry. Assignments will include mini research challenges and critical evaluations of research articles. You will also conduct original research in groups.

Outcomes

By the end of this course students will be able to:

- Demonstrate uses, techniques, and limitations of several quantitative and qualitative research methods.
- Explain ontological and epistemological underpinnings of research methods.
- Discuss ways that research has informed professional and disciplinary aspects of media studies.

- Articulate ethical concerns associated with research methods.
- Use data visualization techniques to communicate research findings.
- Critically evaluate research articles.
- Make decisions regarding appropriate approaches to research questions.

Important Dates for Fall 2018 Semester

Last day to add a W 19 half course: Tuesday, January 15, 2019

Family Day: Monday, February 18, 2019

Reading Break: Monday, February 18 - Friday February 22, 2019

Date to have returned at least 15% of graded work: Monday March 4, 2019

Last day to withdraw from a W18 half course without penalty: Thursday, March 7, 2019

Final day of classes: Tuesday, April 9, 2019

Study Days: Wednesday, April 10, 2019

Exam Period: April 11 -30, 2019

Good Friday: April 19, 2019

Course requirements:

Unless otherwise specified, assignments are due at the beginning of class in the week they are due. Most assignments will be submitted in OWL, unless otherwise specified. Please make sure that all written assignments are clearly labeled with the course name and number, assignment title, instructor's name, and your name. More detailed descriptions of the assignments follow the course schedule on this syllabus. Other details will be posted in OWL at least two weeks prior to the due date.

Late assignments will be subject to a mark penalty of 5% per day or part thereof unless appropriate documentation is provided. Assignments that are 7 or more days late will not be accepted.

There will be a final exam. The date will be announced in class.

Attendance at and timely arrival to all classes is required, and will be monitored each class. Students needing to negotiate legitimate absences need to inform the instructor in advance in order to arrange for make-up work. In case of emergency absences, students must contact the instructor as soon as possible afterwards. Students can expect absence or lateness without permission or explanation to be reflected in their participation grade.

Assignments

Critical reading	5%
Library database search	10%
Article reviews (3)	30% (10% each)
Research challenge	5%
Content analysis (group project)	20%
Research question & content selection	(5)
Coding	(5)

Reviews from peers	(5)
Poster Presentation	(5)
Class participation:	5%
Final exam:	25%

Schedule & Readings

All readings listed in the schedule below are required and will be available through the internet or Western Libraries via OWL. These provide technical or background information and applications of the methods we will discuss in this course. Please read these before class meets each week.

Everything is linked to the syllabus page in OWL, so you should be able to retrieve all of the readings easily.

You may also want to visit the Library's research guides:

Media studies: <https://guides.lib.uwo.ca/mediastudies>

Foundations: <https://guides.lib.uwo.ca/MIT1025>

Citing & writing: <https://www.lib.uwo.ca/essayhelp>

Week	Topic & readings	Assignment
Week 1 Jan. 7	<p>Intro, review</p> <p>Western Libraries, "Evaluating Sources": https://www.lib.uwo.ca/tutorials/evaluatingresources/index.html</p> <p>James Shelley, Critical Thinking Cheatsheet: https://jamesshelley.com/2018/03/23/critical-thinking-a-cheatsheet/</p>	
Week 2 Jan. 14	<p>Library databases, Commercial search engines</p> <p>Asking questions</p> <p>Booth, W., Colomb, G.G. & Williams, J.M. "What Research is and How Researchers Think about It" (Chapter 1) in Turabian, Kate. <i>A Manual for Writers of research Papers, Theses, and Dissertations</i>.</p> <p>Klinenberg, K. "To Restore Civil Society, Start with the Library," <i>New York Times</i>, September 8, 2018. https://www.nytimes.com/2018/09/08/opinion/sunday/civil-society-library.html</p> <p>**May, C. Students are Better Off Without a Laptop in the</p>	**Critical reading due

	<p>Classroom, <i>Scientific American</i>, July 2017: https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/</p> <p>“What is peer review?” https://www.elsevier.com/reviewers/what-is-peer-review</p>	
<p>Week 3 Jan. 21</p>	<p>Research in and on the media Intro to content analysis</p> <p><i>New York Times</i> Editorial Board, “Slandering the Unborn: How bad science and a moral panic, fueled in part by the news media, demonized mothers and defamed a generation,” <i>New York Times</i>, December 28, 2018. https://www.nytimes.com/interactive/2018/12/28/opinion/pregnancy-women-pro-life-abortion.html</p> <p>DeCillia, B., & McCurdy, P. (2016). The sound of silence: The absence of public service values in Canadian media discourse about the CBC. <i>Canadian Journal of Communication</i>, 41(4).</p> <p>Charmaz, K. (2015). Grounded Theory: Methodology and Theory Construction, in <i>International Encyclopedia of the Social & Behavioral Sciences</i>, 2nd edition, Volume 10, 402-407.</p> <p>Ryan, Gerry W. & Russell, H.B. (2003). Techniques to identify themes in qualitative data. <i>Field Methods</i>, 15, no 1, 85–109.</p>	<p>Search and retrieval due</p>
<p>Week 4 Jan. 28</p>	<p>Content analysis (quantitative)</p> <p>**van Eeden-Moorefield, B., Few-Demo, A. L., Benson, K., Bible, J., & Lummer, S. (2018). A content analysis of LGBT research in top family journals 2000-2015. <i>Journal of Family Issues</i>, 39(5), 1374-1395. (find via Western Libraries)</p>	<p>**Article review 1 due</p>
<p>Week 5 Feb. 4</p>	<p>Critical discourse analysis Using theory in research</p> <p>Walton-Fisette, J. L., Walton-Fisette, T. A., & Chase, L. F. (2017). Captured on film: A critical examination of representations of physical education at the movies. <i>Physical Education and Sport Pedagogy</i>, 22(5), 536-547.</p> <p>Fuchs, C. (2017) "From digital positivism and</p>	<p>Content analysis part 1 due</p>

	<p>administrative big data analytics towards critical digital and social media research!." <i>European Journal of Communication</i> 32, no. 1 (2017): 37-49.</p> <p>Rose, G. (2007). <i>Visual Methodologies</i>, Chapter 1 & 8</p> <p>Revisit, review (read if you haven't before, skim if you have): Stuart Hall, "Encoding and Decoding" Laura Mulvey "Visual Pleasure and Narrative Cinema"</p>	
<p>Week 6 Feb. 11</p>	<p>Big data, models, algorithms</p> <p>O'Neill, C. (2016). <i>Weapons of Math Destruction</i>, Chapter 1 (Bomb parts: What is a model?)</p> <p>Gandomi, A., & Haider, M. (2015). Beyond the hype: Big data concepts, methods, and analytics. <i>International Journal of Information Management</i>, 35(2), 137-144.</p> <p>Zook, M. et al. (2017). "Ten Simple Rules for Responsible Big Data Research," <i>PLoS Computational Biology</i> 13(3): http://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1005399</p>	<p>Research challenge (You don't have to do every research challenge—Do one out of the three.)</p>
	<p>***February 18, Reading Week**8</p>	
<p>Week 7 Feb. 25</p>	<p>Surveys</p> <p>Enli, G., & Rosenberg, L. T. (2018). Trust in the Age of Social Media: Populist Politicians Seem More Authentic. <i>Social Media+ Society</i>, 4(1), 2056305118764430.</p> <p>Pew Research Center, "Social Media Use in 2018": http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/</p> <p>Qualtrics, 10 tips for building effective surveys: https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/</p>	<p>Content analysis part 2 due</p> <p>Research challenge (You don't have to do every research challenge—Do one out of the three.)</p>
<p>Week 8 March 4</p>	<p>Interviews</p> <p>Zhang, Y., & Wildemuth, B. M. (2016). Unstructured interviews, in <i>Applications of Social Research Methods to</i></p>	<p>**Article review 2 due</p>

	<p><i>Questions in Information and Library Science</i>, 2nd Edition</p> <p>***Alencar, A. (2018). Refugee integration and social media: A local and experiential perspective. <i>Information, Communication & Society</i>, 21(11), 1588-1603. (Find via Western Libraries)</p>	
<p>Week 9 March 11</p>	<p>Ethnography, Decolonizing methods</p> <p>Coleman, E.G. (2010). Ethnographic Approaches to Digital Media. <i>Annual Review of Anthropology</i>, 39: 487-505.</p> <p>Tuck, E. & Yang, K.W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. <i>Qualitative Inquiry</i> 20(6), 811-818.</p>	<p>Research challenge (You don't have to do every research challenge—Do one out of the three.)</p>
<p>Week 10 March 18</p>	<p>Ethics</p> <p>***Bonilla, Y., & Rosa, J. (2015). Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. <i>American Ethnologist</i>, 42(1), 4-17. (Find via Western Libraries)</p> <p>Read Chapters 1, 9, skim others if you care to: <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i>: http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/</p>	<p>***Article review 3 due</p>
<p>Week 11 March 25</p>	<p>Documentary film</p> <p>Wood, M. (2016). 'Interview with Martin Wood: A filmmaker's journey into research', <i>IAFOR Journal of Media, Communication and Film</i>, vol. 3, no. 1, pp. 5-14.</p>	
<p>Week 12 April 1</p>	<p>Poster presentations</p>	<p>Content analysis part 3 due</p>
<p>Week 13 April 8</p>	<p>Review for the final</p>	
<p>TBD</p>	<p>Final exam</p>	

Assignment descriptions:

Evaluate an article (CRAAP test +)

Cindy May, Students are Better Off Without a Laptop in the Classroom, *Scientific American*, July 2017:

<https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/>

Complete instructions will be provided in OWL.

Search and retrieval

Look in a library database to find an article that supports or counters this statement: Social media expands possibilities for activism.

Complete instructions will be provided in OWL.

Research challenge

I will present 3 research challenges throughout the semester. These will require you to use one of the methods to respond to a question. Each student will complete one of the challenges. Instructions to follow.

Evaluate research articles

You will provide critical reviews of articles that use the methods we discuss in the course. These reviews will help to guide group discussions of the readings in the class. Each entry should be around 600 words. You will be provided with questionnaires for these assignments. You will be required to provide responses that demonstrate your ability to synthesize the material and identify and critique applications of methods.

Content analysis (group project):

A general research topic will be put to the class, and your group will refine the question, select content for qualitative analysis, code the content, and analyze the findings. Each group will share the results of their discussions with the full class in weeks 11 and 12. Full instructions will be provided closer to the date.

Your group will be assessed in stages on the following criteria:

Part 1

- The appropriateness and clarity of the research question.
- The relevance and usefulness of the selected content.

Part 2:

- The appropriateness and thoroughness of the coding.

Part 3:

- Reviews from peers on participation

Poster Presentations must include:

- Abstract/Summary
- Research questions
- Description of content
- Findings
- Implications, why this research matters for practice, policy, or future research

Class participation

All students are expected to attend class and to participate positively in class activities. Some of the in-class activities and exercises will be put toward your participation grade.

Final exam

The final exam will be open book and open notes. There will be short answer and short essay questions, and you will be required to apply what you've learned to a research question in a longer essay.

More policies and information**Laptops, Electronic Devices, and Communication**

We all have different processes for reading, learning, and taking notes. Some of us have very specific needs, and others among us are still trying to figure out what works best. You are permitted to bring laptops or tablet to class if it will be a benefit to your learning, management, and comprehension of the material.

If you intend to use your laptop during class, please sit in the last three rows of the classroom.

Acceptable uses include taking notes or looking up sources directly related to the class content.

Unacceptable uses of devices include texting, checking email, playing games, chatting, or visiting web sites that are unrelated to the topic at hand. Cell phones should be silenced and put away. We will have a break each class period, so please reserve all unpermitted use for that time.

Students will receive graded work worth no less than 15% at least 3 days prior to the deadline for withdrawal without academic penalty. This year, the date by which students are to have received at least 15% of their grade in a first semester course is March 4, 2019. 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.

I encourage you to print out the articles assigned for you to review and any others. There is a lot of evidence that suggests people tend to comprehend material better when they read from print than from a screen.

Again, there are some variations, and we all have our different approaches. Whatever format you choose, do use this course to experiment with reading techniques—annotate and mark up the readings, and take notes that you can work from in class discussions and assignments. As there is not a text book or a course pack, you may wish to organize the materials for this class so that you refer to them easily. You might keep a binder or a file on your computer that is devoted to this course.

Photography and video or audio recording are allowed only with permission. See me if you need to record any aspect of the class session.

Please, when you write emails to me or the teaching assistants, provide [MIT 3000] in the subject and maintain a professional tone and delivery. For more on this see: [Laura Portwood-Stacer](#), “How to email your professor (without being annoying AF)”

Acknowledgement of traditional territories

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 the 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).

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 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:

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

Medical Consideration

Students seeking academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling

office of their home Faculty and provide documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth **less than 10% of the final grade**, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

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 must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on consideration for medical illness, see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf and for the Student Medical Certificate (SMC), see:

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

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request. Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

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](#).

FIMS Undergraduate Grading Policy

The MIT, MPI and MTP programs now have the following class average 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%.
- 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

Indigenous Services:

<http://indigenous.uwo.ca/>

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.