

**Critical Perspectives in Advertising**  
**MIT 3206G**  
**Winter 2021**

**Instructor:** Yasmin Gopal

**Preferred pronouns:** [she/her/hers](#)

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**Virtual Office Hours:** Tuesday 6:00 – 7:00 pm or by appointment.

**Course Materials:**

All course readings will be posted online in the Resources folder.

**Course Description:**

As products and services proliferate in an ever-expanding global economy, the theatre of consumption becomes more complex and varied. The competition for segments of the consumer market intensifies and this spawns communication strategies and tactics which range from the very creative to the seemingly questionable. This course will examine some of the issues that arise from the commercial – and sometimes non-commercial – activities that mark our capitalist economy. Topics include structure and symbolism in advertising, the socio-economic and political power of advertising, the links between advertising and conspicuous consumption, the perpetuation of stereotypes and other promises and perils pertaining to this marketing machine.

**Course Objectives:**

1. To critically examine issues in advertising such as the perpetuation of conspicuous consumption, stereotyping and other social biases, as well as the utility of this marketing device to our social order;
2. To develop a deeper understanding of the diverse impacts of advertising as well as the ability to read and assess the subtext underlining advertising messages;
3. To cultivate an appreciation for the positive aspects of this phenomenon and a discerning eye for its pitfalls;
4. To use the skills mentioned above to conceptualize and develop campaign ideas for socially-conscious and appropriate advertising messages;
5. In essence, to develop keener insights into the advertising and marketing world so you may become more thoughtful consumers and producers of marketing communication and services.

**Evaluation Criteria:**

Critiques (2): 15% for the first and 10% for the second for a total of 25%  
Mid-term paper and proposal: 40%

Team project: 20%

Discussion facilitation and weekend report: 5%

Discussion participation: 10%

### **Critiques:**

#### **Critique #1**

Pick a topic from any of the social issues in advertising of interest to you and write a brief critique on it. The critique – **about 3 pages, double-spaced** – should introduce the topic you select, identify salient issues related to it and present a critical analysis of its relevance and influence on society. Sample topics are: advertising's social role (you can narrow this down further and choose a specific role), the intrusiveness of mobile marketing, pros and cons of negative political advertising, mind games in advertising, advertising directed at children, issues with product placement. There is one requirement for this exercise: the paper should not be purely speculative; you should **cite at least five sources to support your contentions, three of which should be academic (peer refereed journals or books)**. You can cite the readings for this course or relevant articles/theories you may have encountered elsewhere.

*Note: University websites and trade journals such as Ad Age and Adweek are not academic sources.*

Critique #1 is due by **midnight of Sunday, February 7<sup>th</sup>**.

#### **Critique #2**

Write a brief critique – **about 3 pages, double spaced** – on one of the two articles assigned for week 9 (political advertising). The critique should provide an analytical response to the article. It should address the following questions: What are the author's central claims in this piece of writing? What are the strengths and weaknesses of the article? How does the author's work relate to other course readings? What is your personal analytic reaction to the ideas expressed by this author? Please stay close to the word limit, as part of the exercise is also to hone your skill in presenting your arguments or point of view in as concise a manner as possible.

Critique #2 is due by **midnight of Sunday, March 21<sup>st</sup>**.

### **Research Paper:**

The purpose of this paper is to give you an opportunity to read further on a topic of interest to you, and to gain more experience in writing an academic paper. You can choose to write on either a topic covered in the course or one that is relevant to the subject matter covered in the course. You could also expand on the topic you had chosen for your first critique. The suggested length for the paper is **8 pages, double-spaced**.

But before you submit this paper, you are expected to turn in a proposal for the paper, details for which are given below.

This should be a well-researched paper. Familiarity with the literature on your chosen topic is expected and this component – the review of pertinent research and analysis – will carry the maximum weight in terms of points. You are not expected to summarize the articles and books you read (this is not an annotated bibliography); use concepts and research evidence from these sources to support the arguments you offer in your paper. The paper will be graded on the following components: introduction and background information on the topic, including definition of main concepts, if needed (25 points), a review and analysis of literature available on the topic (50 points), and conclusion (15 points). The paper should contain a complete bibliography, preferably following either the APA (American Psychological Association) or MLA (Modern Language Association) style and proper attention should be paid to citations in the body of the text, with due attribution to all sources quoted or summarized.

### **Research Paper Proposal:**

To ensure that you are on track and working in the right direction, you will submit a brief proposal and outline for the research paper. This proposal should begin with a statement of purpose or intent (the thesis for the paper) and also include details on the scope of the paper in the form of an outline. This will be **worth 10% of the grade for the research paper.**

The proposal is due by midnight, **Sunday, February 14<sup>th</sup>** (you can, of course, submit the proposal before you take your reading week break, but you have the luxury of the extra two days) and the paper is due by midnight on **Sunday, March 7<sup>th</sup>.**

### **Team Project:**

You will work on this project with one other individual from your group unless we have an odd number, in which case, one of the teams will have three members. The objective of the team project will be the assessment and **critique of a TV commercial or campaign (pick one which allows some form of social critique)** with the intent of revamping it to make it more effective as a communication device and more appropriate for its target market. The project will consist of the following **two phases:**

1. Identification of an existing advertising commercial or campaign on any social issue which you believe could be improved, and gathering of information regarding the objectives for the commercial/campaign, the intended target market and the strategy adopted to attain the objectives. Focus on a single commercial may

be the simpler route to take. A brief proposal (about **3 pages, double-spaced**) will be submitted at this point, providing pertinent background information on the advertiser (size of the organization and position in the market compared to its competitors), the intended target market and the assumed objectives and strategies underlining the commercial or campaign. **No suggestions for changes to the commercial are expected at this point.** This part of the project counts for **10%** of the grade.

The proposal is due by midnight on **Sunday, March 14<sup>th</sup>.**

2. A final report on the revised commercial/campaign with recommended changes will be due on the last day of class. This report will have the following elements: a brief recap on the advertiser and commercial/campaign, changes in objectives and strategy (and target market, if necessary) or just changes in the message or commercial if the other elements are considered appropriate for the product/service selected, a rationale for suggested changes focused on objectives, strategy and design, and recommended media vehicles (this last will obviously impact design and format of communication). The written report, about **8-9 pages in length, double-spaced** carries **90%** of the grade for the project. 15% of this grade will be allocated to a PowerPoint or Prezi presentation/storyboard, details for which will be available in a rubric on the project posted in Resources.

The team project report and presentation slides are due by midnight on **Monday, April 12<sup>th</sup>.**

#### **Discussion Facilitation and Week-end Report:**

From week 2 onward, the class will be split into two groups to make interactions a little more manageable. For this particular assignment, a student – and sometimes two – from each group will be expected to facilitate the class discussion and at the end of the week (on Sunday morning) post the highlights and review of the week's discussion. This will not only give us an overview of salient points that cropped up during the week, but also catch any items which were missed and which ought to have been addressed (these topics can then be discussed the following week or brought up in the Open Forum at the end of the course).

**This component is worth 5% of your total grade.**

#### **Discussion Participation:**

Questions will be set for every week's discussion based on the assigned readings for the week. Students are expected to post a response to the question, addressing all the issues identified. This initial post should be

up by **Wednesday night** so that others may have the opportunity to engage with your response. I will log in at least **twice a week** to post comments and questions, and a similar frequency is expected from you. Participation in the discussions will be tracked on a weekly basis, so absence in a week will affect your grade. This component carries a significant portion of your grade, so consistent participation through the course is advisable.

Some guidelines on participation:

- Critique the assigned readings and offer constructive comments or suggestions, or alternative perspectives which are well substantiated;
- Add new information, insights, arguments or theories rather than just regurgitate information in the article;
- Make pertinent connections between other group members' contributions to the discussion in a manner that would add to the group's knowledge base.

About 3 postings a week is a rough guideline, which would include a response to the discussion question and comments or questions on other student responses, though comments such as "I agree" and "great thought" will not be counted. Quality trumps quantity, so post thoughtful responses and avoid long, meandering posts which are not likely to be read by your classmates.

The discussion for each week will run from Monday to Saturday, with **Saturday midnight as the cut-off point for a week's discussion for grading purposes** (you may continue the dialogue if it is engaging, but it will not be graded). **This component is worth 10% of your grade for the course.**

In week four, I will give you feedback on your participation to give you an idea of the expectations for this course. In calculating the final grade for participation at the end of the semester, I take a more holistic approach and, as mentioned earlier, the quality of your postings will weigh more than the number.

**Note: More details on all these assignments will be posted in the Resources folder under Guidelines for Assignments.**

**If you have any questions or concerns, please email me at my UWO account (ygopal@uwo.ca) or you may post these in the forum unit titled Coffee House under "Queries".**

**Late submission of assignments:**

Late submission of assignments will be penalized unless an extension has been requested prior to due date based on extenuating circumstances. 2% of the grade for the assignment will be deducted for each day beyond the submission deadline and **assignments will not be accepted seven days after the due date.**

### **Class Schedule:**

#### **Week 1 (Jan 11-16): Introduction to a branded world: with a twist**

Swant, M. (2020). How Top Marketers Are Managing Advertising and Management During COVID-19. *Forbes*, retrieved from: <https://www.forbes.com/sites/martyswant/2020/04/07/cmo-tracker-how-top-marketers-are-navigating-advertising-and-management-during-covid-19/#7765d811283b>

Klein, N. (2000). New Branded World. *No Logo: Taking Aim at the Brand Bullies*, Toronto: Vantage Canada, 3-26.

*Activities: Familiarize yourself with the course website, read the assigned article from Forbes (retrieve the article using the url as there are videos embedded which were lost in the saved version posted in Resources) and the chapter from Klein's No Logo.*

*Also, introduce yourself to the class by posting a brief note in the Coffee House under "Welcome."*

*Reminder: Please post your response to the discussion question latest by **Wednesday midnight**. You are also expected to log on at least **twice a week** to respond to queries addressed to you and to post comments and questions for at least two of your group members. This not only keeps the discussion alive but gives us access to your valuable insights.*

#### **Week 2 (Jan 18 – 23): Socio-economic effects of advertising**

Laurie, S., Mortimer, K. and Beard, F. (2018). Has Advertising Lost its Meaning? Views of UK and US Millennials, *Journal of Promotion Management*, DOI: [10.1080/10496491.2018.1536623](https://doi.org/10.1080/10496491.2018.1536623)

Ritzer, G. (2000). Obscene from Any Angle: Fast Food, Credit Cards, Casinos and Consumers, *Third Text*, 14(51):17-28.

*Activities: Read the assigned articles and the note on the topic and join the discussion.*

### **Week 3 (Jan 25 – 30): Tenuous links or strong impacts?**

Duff, B.R.L. and Segijn, C.M. (2019). Advertising in a media multitasking era: Considerations and future directions. *Journal of Advertising*, 48: 27-37.

Jones, J.P. (2004). Advertising's relationship to business generally and to the consumer in *Fables, Fashions, and Facts About Advertising: A Study of 28 Enduring Myths*, Thousand Oaks, CA: Sage Publications, 1-28.

*Activities: Read the assigned articles and join the discussion. Work on your first critique which is due at the end of week 4. You should also pick a topic for your research paper and finalise your thesis for it.*

### **Week 4 (Feb 1 – 6): Enculturation through advertising**

Deuze, M. (2016). Living in media and the future of advertising, *Journal of Advertising*, 45(3): 326-333.

O'Barr, W. M. (2012). Sexuality, race and ethnicity in advertising, *Advertising & Society Review*, 13(3).

*Activities: Read the assigned articles and join the discussion. Also, remember to **post critique #1 by midnight on Sunday, February 7<sup>th</sup>**. There is no penalty for critiques posted a few minutes late, but you will lose points for critiques posted after 1:00 am.*

### **Week 5 (Feb 8 – 12): New channels of persuasion**

Willemsen, L.M., Mazerant, K., Kamphuis, A. and van der Veen, G. (2019). Let's Get Real (Time)! The potential of real-time marketing to catalyze the sharing of brand messages, *International Journal of Advertising*, 37(5): 828-848. DOI: 10.1080/02650487.2018.1485214.

Levy, S. and Gvili, Y. (2014). How credible is e-Word of mouth across digital-marketing channels: The roles of social capital, information richness and interactivity, *Journal of Advertising Research*, 55(1): 95-109.

*Activities: Read the assigned articles and join the discussion. Work on your research paper proposal and make sure you have found yourself a team partner by the end of this week.*

***Post your proposal for the research paper in Assignments by midnight on Sunday, February 14<sup>th</sup>.***

***Reading week: February 13<sup>th</sup> – 21<sup>st</sup>***

**Week 6 (Feb 22 - 27): Strategies for a global market**

Kaynak, E. and Kara, A. (2013). Reinforcing cultural identity by appealing to local cultural cues: National identity formation and consumption in high context cultures, *Journal of Promotion Management*, 19(1): 86-113.

Akaka, M.A. and Alden, D.L. (2010). Global brand positioning and perceptions: International advertising and global consumer culture, *International Journal of Advertising*, 29(1): 37-56.

*Activities: Read the assigned articles and join the discussion. Work on your research paper and begin research on your team project.*

**Week 7 (Mar 1 - 6): Ushering social change**

Paulin, M., Ferguson, R.J., Jost, N. and Fallu, J.M. (2014). Motivating millennials to engage in charitable causes through social media, *Journal of Service Management*, 35(3): 334-348.

Peverini, P. (2014). Environmental issues in unconventional social advertising: a semiotic perspective, *Semiotica*, 199: 219-246.

*Activities: Read the assigned articles and join the discussion. **Also, please post your research paper in the Assignments folder by midnight of Sunday, March 7<sup>th</sup>.***

**Week 8 (Mar 8 - 13): Advertising and accountability**

Freudenberg, N., Bradley, S.P. and Serrano, Monica. (2009). Public health campaigns to change industry practices that damage health: An analysis of 12 case studies, *Health, Education & Behavior*, 36(2): 30-49.

Basil, D.Z. and Erlandson, J. (2008). Corporate social responsibility website representations: A longitudinal study of internal and external self-presentations, *Journal of Marketing Communications*, 14(2): 125-137.



*Activities: Read the assigned article and join the discussion. **Finalize work on your team project proposal and post it in the Assignments folder by midnight of Sunday, March 14<sup>th</sup>.***

**March 14<sup>th</sup>: Last day to withdraw from classes without penalty.**

**Week 9 (Mar 15 – 20): Political advertising and the politics of advertising**

Bode, L. and Dalrymple, K.E. (2016). Politics in 140 characters or less: Campaign communication, network interaction, and political participation on Twitter, *Journal of Political Marketing*, 15): 311-332.

Baines, P.B. and O'Shaughnessy, N.J. (2014). Political marketing and propaganda: Uses, abuses and misuses, *Journal of Political Marketing*, 13(1-2): 1-18.

*Activities: Since you are writing a critique on one of these articles, post your thoughts on the other. This is a low activity week for the forum and rules for participation do not apply. **Post critique #2 in the Assignments folder by midnight, Sunday, March 21<sup>th</sup>.***

**Week 10 (Mar 22 – 27): Ethical issues and consumer reactions**

Fransen, M.L., Verlegh, P.W.J., Kirmani, A. and Smit, E.G. (2015). A typology of consumer strategies for resisting advertising, and a review of mechanisms for countering them, *International Journal of Advertising*, 34(1): 6-16.

Finn, R.L. and Wadhwa, K. (2014). The “ethics” of smart advertising and regulatory initiatives in the consumer intelligence industry, *info*, 16(3): 22-39.

*Activities: Read the assigned articles and join the discussion. Work on your team project report.*

**Week 11 (Mar 29 - Apr 3): Reflections on advertising**

Lee, H. and Cho, C-H. (2020). Digital advertising: present and future prospects. *International Journal of Advertising*, 39(30): 332-341.

Ciochetto, L. (2011). Advertising and value formation: The power of multinational companies, *Current Sociology*, 59(2): 173-185.

*Activities: Read the articles and join the discussion. Work on your team project report.*

## **Week 12 (Apr 5 – 12): Open forum**

*This forum will be open to both groups. You can post comments and questions that pique your curiosity and which may not have been addressed during the course of the semester. This is a true free for all. **The forum is not graded.***

***Team projects and presentations are due by Monday midnight, April 12<sup>th</sup>.***

*Appended below is the official note from the Dean's office regarding academic policy on important matters. Please read it carefully.*

### **Notes from the FIM's Dean's Office Winter 2021**

#### **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](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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

#### **Plagiarism**

Students must write their essays and assignments, including take-home exams, 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 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 Accessible Education (formerly 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 two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, 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, unless noted on the syllabus. 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 or equivalent documentation, 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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

**In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.**

**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 4<sup>th</sup> 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/>

#### **Office of the Registrar:**

[www.registrar.uwo.ca](http://www.registrar.uwo.ca)

#### **Mental Health Support:**

<https://www.uwo.ca/health/psych/index.html>

#### **Accessible Education:**

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

**Accessibility Information:** [www.accessibility.uwo.ca/](http://www.accessibility.uwo.ca/)

**Writing Support Centre:** <http://writing.uwo.ca/>

**Learning Skills Services:** <https://www.uwo.ca/sdc/learning/>

#### **Academic Learning and Support for Online Learning:**

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

**Indigenous Services:** <https://indigenous.uwo.ca/>

**Western International:** <https://international.uwo.ca/>

#### **Career Centre:**

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

## **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.