

MIT 4100F/G

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**rebel**

**KNOWLEDGE**

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know what you need

## the basics

**DATE:** Winter 2021, seminar course

**SYNCHRONOUS:** Wednesday, 1:30–3 p.m.

**ASYNCHRONOUS:** 2 Lectures per week. Please see schedule below.

**ZOOMER:** Dr. Tim Blackmore (please call me Tim!)

**OFFICE HOURS THIS TERM:** Tuesday 12:30–1:30, Friday 12–1 pm. by Zoomze

**PHONE:** 519-661-2111 x. 88513 but please do email or Zoomzistables

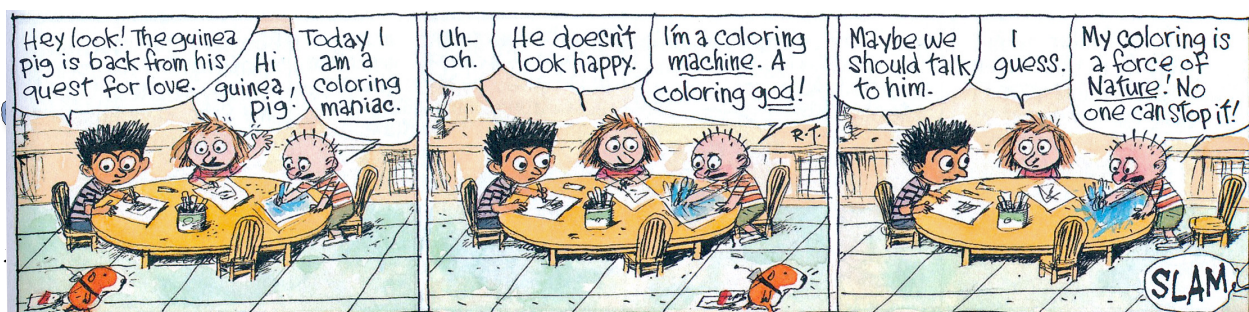
**EMAIL:** tblackmo@uwo.ca

## the course

**REBEL KNOWLEDGE** is about facing down the nightmares we're told are out there. Apparently it's all bad news. Bosh! This course is a passage through both good and bad habits of our past to other ways of knowing and doing. It doesn't have to be all anxiety, terror over the future and the conviction that we won't survive whatever crisis is on our screens today. We're going to re-view, quite literally, old versions of things, examining the heaps of ideas and practices, and figure out what we want to take away from it all. It's about deciding what you, because only you can choose this, want to put in your head. There are a thousand thousand things we can do to improve our lives—this course focuses on a few and encourages the dreaming of others. Mostly the course is an extended argument for determining what we think is worthwhile—we as a group and also as individuals. It is also about hope. Fear is real, sure, but it doesn't have to run the show. When we connect with each other and ask each other for help, consider some of the many ways people see the world, we can start again. When we were five we were given crayons and we colored with them, threw some around, ate others. (Some colors look too good not to eat!) We didn't stop coloring, even though we weren't "artists." **Everyone got crayons, everyone colored.** This course is an argument for generalists, for different situated knowledges and epistemologies. It's for you because it's about you.

## official course description

**THIS COURSE** considers factors crucial to successful functioning of human communities. It reviews problems identified during earlier study in order to propose solutions, whether ideals, dreams, or probabilities supported by information, ecological, technological, and media theories, applying landmark texts to the worlds of present and future.



I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. THOREAU

You know roads. A bend comes and you take it, thoughtlessly, moving on. DILLARD

My coloring is a force of Nature! No one can stop it! (Dill in Cul de Sac)

## keeping up with the news

**CUSTOM COURSE KIT:** the whole course is in this, so you must have it.

**COURSE PACK:**

MIT 4100 course kit: every household needs one!

(Almost all the readings are in this—**please have it at each class.**)

**ACTUAL BOOKS:**

Eleanor Davis. *You & a Bike & a Road*. Toronto: Koyama Press, 2017.

Cathy Malkasian. *Eartha*. Seattle, WA: Fantagraphics Books, 2017.

Henry David Thoreau. *Walden, and "Civil Disobedience."* NY: Signet Classics, 2012.

**FILM: (ANY FORMAT OR EDITION OF THESE FILMS IS FINE)**

*Lone Star*. Dir. John Sayles. Warner, 2005.

*Princess Mononoke*. Dir. Hayao Miyazaki. Alliance 1997.

*The Shape of Water*. Dir. Guillermo del Toro. Fox Searchlight, 2017.

## methods of evaluation

**ASSIGNMENTS:**

**FIVE WEEKLY LOGS, 500 (OR MORE) WORDS:** 35% (single logs have no value [7% for instance], only whole sets will be graded).

**THESEUS'S SHIP SAILS ON (1000 WORDS):** 20% the subtle flows of nearly indeterminate alterations to our worlds.

**SEMINAR PARTICIPATION AND ATTENDANCE:** 10%

**PROJECT PROPOSAL & THING ITSELF:** 100-150 word proposal (you **must have** my okay on this or you will fail): 35%

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 14, 2021. Students can find details about this academic policy here: [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](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.

The logs are a crucial part of 4100, which is why they're worth 35% of the total mark. **THEY MUST COME IN EACH WEEK THAT THEY'RE DUE. YOU CAN ONLY HAND IN ONE LOG AT A TIME.** In them you can pursue topics that may be germane to you alone, explore the texts in a variety of ways, but most of all, develop a sense of voice and personal style that is relaxed and powerful. See below for more on logs.

## running things day to day

**4100 CONTRACT: PROBLEMS, LATE POLICIES, WORRIES.** Some guidelines for all of us.

- **Please do** let me know if you're going to miss a class or need some extra time for some reason. This is a seminar course as well as a lecture—we all make it run. **We** need you; **I** need you! Don't let someone else speak for you or carry your voice away. Participation runs like this: Who are you? F; you in a chair, 40%; you and a comment or four, 60%; you and good steady comments, 70%; you, good comments, hearty ideas, 80%; you could teach this course if I weren't, 90-100%.
- **Please don't** hand in late papers unless you have arranged an extension with me beforehand, so ask! All other late papers: 5% penalty per day, including weekends. Unless otherwise noted, papers are due at the beginning of class.
- **Please DO convert all assignments to .pdfs. I won't accept them otherwise. Then, to the Drop Box with them!**
- **Please do** use a spelling checker. Even in informal writing (email, logs) let your document be error free. For the papers, but not the logs, each typo or spelling mistake you make **will drop your grade 1%**.
- **Please also** keep an eye on your grammar. Again, informal writing for this course should be grammatically sound (although style is a different issue).



Saga art by Fiona Staples

## office hours

- **Hey you, yeah! ZOOM TO THE OFFICE! PLEASE DO!** Yes you, not the person next to you . . . you! (Well, them too, also.)
- **You are MOST WELCOME in the office!**
- Use the office hours as a chance to meet me, chat, or work out course issues, or just come and talk. Everybody is welcome, you don't need to be a genius to have good ideas. If you're feeling shy, you can always come and lurk about, listen to other people. I run an open office: come in and talk (or be quiet and lurk) any time!
- Listen, what are you waiting around for? **You feel shy and inhibited**, afraid you don't have anything important to say? That pretty much **describes ALL of us**, especially internet trolls who flame people but can't leave the house. They're afraid, too.
- **This is your invitation.** Don't wait for courage! Grab a friend, come in and make THEM talk—throw your BFF under the bus, but come in and sit with us, drink tea and have some form of baked good. I won't put you on the spot, I promise. And your fellow office-mates can be incredibly helpful and supportive.

## our classroom

I'm concerned that this classroom work for everyone, and I mean everyone. I know people will have different points of view—I hope we do! It's going to be a dull world (talk about unreal) if we don't disagree. Disagreeing, even heatedly, without detesting your opponent is part of figuring out how to be in the world.

At the same time, that doesn't mean anything goes. I'd like us to be aware of each other's ideas, feelings, sensibilities, politics, and more than anything, our hearts. It's hard to be kind when your heart is hammering in indignation over something somebody said. But, kindness first.

In our first class we'll talk about what you feel are good basic guidelines for talking without hiding, and without poking each other in the eye, either. If there are any concerns, you can always, always, bring them to me, in confidence.

## why this? why now?

When I was in fourth year I felt a terrible urgency to catch up to all the things I wanted to do, but suddenly there was no time left. All the books I'd planned to read, those difficult, famous texts about which people said "Oh yeah, if you haven't read *Don Quixote* (or Deleuze and Guattari, or even more forbiddingly, those laconic utterances—"Proust," "Kapital," "The Wake" [a James Joyce novel so abstruse nobody even mentions its full name because they don't understand it]), you're basically illiterate." Ouch. I felt lost.

This course is a place for you to capture some of those ideas, to look into things that may have passed you by without enough of a chance for you to get at them. This is the place to give those orphan thoughts and dreams some space to run. Its composed as a series of openings you can follow, or not, as you please.



Amazing art by Jillian Tamaki

# self-reported absences (sra)

If you use a Self-Reported Absence that overlaps with an assignment, this is how we'll handle it. Let's say you use a Self-Reported Absence for an

## essay or other assignment

- The new due date will be **a week from the original**. So if the assignment was due **on February 3, 2020**, it would now be due on **February 10, 2020**.
- If you receive accommodation, **no problem**. In this course there are no quizzes or midterms that would require particular accommodation. However if there's accommodation you'd normally receive and for some reason the self-reported absence interrupts that, **please tell me and we'll work with SDC to make sure you get the accommodation you need**. Keeping me looped in is the best way for us to figure this out.
- The format of the assignment won't change.
- I'll be around, as usual, to help, advise, discuss, as needed. Please don't feel shy about getting in touch if you need advice or have questions you'd like answered!

## academic or other considerations



If you're feeling crummy, take a slow breath and have some peace from Ernest Shepard's version of Kenneth Grahame's *Wind in the Willows*.

Our FIMS Academic Counsellors are wonderful people who have a lot of experience helping all of us get through difficult things. My first suggestion, if you've used a SRA but need more help, will be to visit the Academic Counselling. Using the **Self-Reported Absence** is ideal for handling a sudden illness or one-time unhappy event. **For longer term issues, please Zoom a counsellor, okay?**

## late penalties in case of an SRA

**Standard late penalties (5% per day) will apply for the new deadline.** If the due date is March 12 and the new due date is March 19, late penalties would start applying as of March 20<sup>th</sup>.

**all work is due in your OWL dropbox on monday at 2 p.m.**

All assignments must be:

1. uploaded as pdfs, please!
2. (Many thanks!)

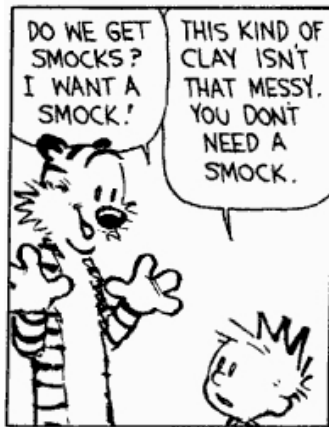
I don't accept emailed papers, and I won't grade an emailed paper.

**Upload 'em and laugh all the way to the wifi!**

# don't knock my smock!

(a few thoughts about logs)

**LOGS ARE ALL ABOUT RELAXATION AND THOUGHT.** Each week I will send out thoughts and ideas, places you might start, use them or toss them, think about the text, then just start writing. Let your writing go for about 500 words—take more space if you need it! Your own direction is fine—the log suggestions aren't to be answered or "proven."



**A LOG IS NOT AN ESSAY.** No formal structure is needed. I don't correct grammar or spelling, although I do want to see relatively clean documents. Get used to rereading the final paper so you've checked it over for spelling and obvious problems. Otherwise, let fly!

**THE WHOLE THING ABOUT LOGS** is not to conserve time or engage in word or sound bites, but to let time out, let the clock wind down, let the language and thoughts flow, let the connections make connections. People often note "I'm on a tangent now," but as far as I'm concerned, in logs there are no tangents. Everything is on the mainline. Follow the tangents, and then the tangents that spring from them.

**SO NOW** you're going to be all nervous about trying to give me what you think I want; it's such a game to figure out what the professor wants, eh? How tiresome! Let's see if we can avoid that. Remember that the logs will only ever have two readers: you and me. So you can address me directly, write to me as if you were writing a letter: "Well Tim, I saw *Fleabag* and it made me think of \_\_\_\_\_ that reminded me of...." Don't get frustrated! Let it all go!

**IN THE LOGS, IT'S YOU.** There's no proving anything here. In the logs, you decide what's right and wrong. It doesn't matter what I think about it, or whether I agree. These aren't my logs, they're yours. Instead, it's about you getting out your voice, getting hold of the way you write, the way you think, and then going as deeply as possible with those thoughts, following them to their underground labyrinths.



Calvin and Hobbes by Bill Watterson

**THE HARDEST THING ABOUT LOGS IS THE BACKSPACE KEY.** You sit there and start writing, and then look at it, wonder if it's okay, and the deleting begins. But why? Write a couple of pages, be generous! Words are cheap (they say—whoever "they" are). So spend some. Don't look back and don't delete. And if you can't keep your hand off the delete key, then write by hand. Some people love the process of writing with pen on rich paper, the tactility of it. Why not? On the other hand, some folks love to write on their phones—also great! Whatever relaxes you. One person (Thanks Amy!), discovered that she was most relaxed writing on her phone. So she basically wrote all her logs as soooooooper-long texts. Whatever works!



**IN THE END** what I'm looking for is not a particular thing—it'll be the whole arc you've drawn from the first logs, which may be tentative and worried, to the last, more comfortably written logs. Be the log!

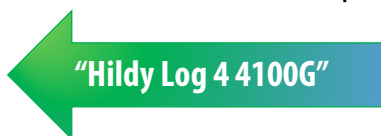
DATE	VIEW ON OWL	PLEASE PREPARE	UPLOAD
<b>WEEK 1:</b> Jan. 13	<b>LECTURE A</b> ENLIGHTENMENT	Descartes, Locke, Pope (in OWL Resources "Enlightenment Reading Kit"), Roethke "Once More" (P)* Dickinson "Tell All the Truth" (P)	
<b>WEEK 2:</b> Jan. 20	<b>LECTURE B</b> ROMANTICISM	Rousseau (in "Enlightenment Reading Kit" OWL), Shelley "Ozymandias" (P)	<b>LOG 1</b>
	<b>LECTURE C</b> ROMANTICISM TO TRANSCENDENTALISM	Thoreau: Economy, Frost "Tree at My Window" (P)	
<b>WEEK 3:</b> Jan. 27	<b>LECTURE D</b> THOREAU	Thoreau: Where I Lived, Reading, Sounds, Solitude, Conclusion. (Sections 2-5, 18) Charles, "Where You At?", Whitman "Locomotive" (P)	
<b>WEEK 4:</b> Feb. 3	<b>LECTURE E</b> WORLDVIEWS	Bradbury "1999", Jacobs, Frost "Mending Wall" (P)	<b>LOG 2</b>
	<b>LECTURE F</b> MODERNISM & THE PASTORAL	Yeats (P), Dick "Autofac," Ellison "I Have No Mouth," Cummings "pity this busy monster" (P)	
<b>WEEK 5:</b> Feb. 10	<b>LECTURE G</b> POSTMODERNISM	Le Guin "Sur," Shiva, E. B. White "The Spider" (P)	<b>THESEUS'S SHIP</b>
	<b>LECTURE H</b> TRANS/POST/ H+/HUMANISM	Braidotti, Rambo "Preferences," <i>Princess Mononoke</i>	
<b>FEB. 15-21 I have a Weakness for Reading this week (haw)</b>			
<b>WEEK 6:</b> Feb. 24	<b>LECTURE I</b> NATURE	Dillard "Footprints," Haraway <i>Staying with the Trouble</i> , Le Guin "Road," Williams "This is Just to Say," (P) Christensen (P)	<b>LOG 3</b>
	<b>LECTURE J</b> ECOLOGY	<i>Eartha</i> , Malkasian	
<b>WEEK 7:</b> Mar. 3	<b>LECTURE K</b> EPISTEME/TECHNE	Eliade	<b>LOG 4</b>
	<b>LECTURE L</b> TECHNOLOGY & DESIGN I	Schumacher, Toomer "Reapers," (P) Bishop "One Art" (P)	

\* (P) means you'll find the entry in the Poetry section of the course pack.

<b>WEEK 8:</b> Mar. 10	<b>LECTURE M</b> DESIGN II	Papanek, Frost "Apple Picking" (P)	<b>LOG 5 and PROPOSAL</b>
	<b>LECTURE N</b> ORALITY AND TIME	Haldeman, Dillard Ch. 6 "The Present," Bringhurst (P)	
<b>WEEK 9:</b> Mar. 17	<b>LECTURE O</b> COUNTERNARRATIVE	Lipsitz, Stewart Brand (x2), Dillard "A Writer"	
	<b>LECTURE P</b> PERCEPTION & ALTERATION	Bradbury "Dark they Were," Jemisin "Cloud Dragon," Okorafor, <i>The Shape of Water</i> , Spinrad "Carcinoma Angels,"	
<b>WEEK 10:</b> Mar. 24	<b>LECTURE Q</b> SPEED	Parkins & Craig, <i>Lone Star</i>	
	<b>LECTURE R</b> ENOUGHNESS	Vanderburg, MacEwen "Letter" (P)	
<b>WEEK 11:</b> Mar. 31	<b>LECTURE S</b> ALONENESS	Silverberg, MacEwen "Discovery" (P) Eliot, Roethke "Manifestation" (P)	
	<b>LECTURE T</b> DESIGN III	Winner, Issa "Plume" (P) Adrienne Rich "Diving," (P)	
<b>WEEK 12:</b> Apr. 7	THE FUTURE	Brower, Schroeder "Eminence," <i>You &amp; a Bike &amp; a Road</i> , Davis	
		<b>PROJECT DUE DURING THE EXAM PERIOD</b>	

## about to upload an assignment?

1. PLEASE convert the assignment to a .pdf because Tim uses software that lets him annotate pdfs (USEFUL!).
2. PLEASE name your file:
  - a. Your first name;
  - b. A brief word for the assignment;
  - c. The course number only.



## Why? GOOD question!

### Because:

1. I, Tim, have about 60 assignments coming in every week;
2. If your assignment has no name on the file, it might get lost and you would lose marks;
3. Since everyone hands in "Log 2" on the same day, if all the files are labelled "Log 2," you see the problem.
4. By the same token, a soooooooper-long file name is hard to work with, so "Hildegaard\_von\_Bingen\_MIT\_4100g\_Winter\_2021\_Analysis\_#4" is so long that it'll get decapitated or claudicated.
5. Keep it simple and short: "Hildy Log 4 4100G" is perfect. I know who you are, what the assignment is, and what course it is, in case things get horn-swoggled (and they will because it's just past 2020 and everything is screwy).

# NOTES FROM THE FIMS 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/>

## SUPPORT SERVICES - LINKS

### 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.