MIT 2500B: WINTER 2022

The Meaning of Technology

To start: Online, asynchronous via OWL;

Hopefully later face-to-face in HSB 40, Mondays 7-10 pm.

Jan. 10 – April 30 2022

Professor: Thomas Streeter, tstreet2@uwo.ca,

https://www.fims.uwo.ca/people/profiles/tom_streeter.html

Physical Office: FNB 4190. Sign up here for zoom office hours: https://tstreete.youcanbook.me/ (or email me if you are unable to attend any of the available times).

OWL course site: https://owl.uwo.ca/portal/site/4df8173e-926f-4c35-8e8c-bdd81a8ec823

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What's this course about?: Historian of technology David Noble once said, "As technology has increasingly placed the world at people's fingertips, those people have become less able to put their finger on precisely what technology is." This course explores "what technology is" by investigating the social construction of technologies that underpin both everyday life and social relations across the globe, and how they shape and are shaped by culture and the imagination. Topics include theories of technology; technologies, feelings, and social structures; understanding technologies in history; how technologies develop; technology and democracies; and machine learning and society.

What will it be like to take this course? Due to the ongoing pandemic, we are starting the course online. On the course OWL site, with a sequence of materials such as videos, powerpoint lectures, readings, and exercises made available at the beginning of each week (typically by Saturday midnight) for you to work through on your own time during that week. There are likely to be occasional required forum postings that require you to keep up with the materials as the term progresses.

If the pandemic subsides enough, and we are able to return to masked face-to-face classes, the course will involve a weekly three hour lecture on Mondays, 7:00-10:00 pm in HSB 40. There may need to be some small modifications to assignments to adjust to changing circumstances, but the basic structure of the course will be the same.

Hopefully during the semester you may start to feel like you are part of a community of active learners, who go beyond memorizing the material to actively engaging, as a group, the controversies and

problems of media technologies today. We will do our best to create an active learning community and make the course interesting and worthwhile under the circumstances. You will be able to consult regularly with your TAs via email or distanced office hours, and there may be some optional review sessions offered synchronously. As you know, online is very different from chatting with each other in a classroom or in the halls. Misunderstandings are more likely, and to make it work, some mutual care and respect for privacy will be essential. We are all still learning to adopt to the uniqueness of the current situation. It will take some patience, effort, flexibility, and mutual respect all around; please do your part.

Course outlines are windows into a world of thought and ideas. Sometimes they also seem like detailed contracts between professors and students. The rules and regulations, the contract parts, can be found below, but this particular outline starts with what the course is about, what kinds of tools and ideas it will show you, and why it might be interesting or important.

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Course Content

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Course Objectives: Students should come away from this class having developed 1) an appreciation for a historical understanding of media and information technologies, 2) an understanding of how to analyze structures of feeling and their relations to technologies, 3) some tools for critiquing the ways in which technologies are often misunderstood, and 4) a capacity to demystify technologies and their uses.

Weighting of Assignments: Briefly, in this course there will be a midterm exam (25%, tentatively on February 28th), three essays (15% each, due 2/7, 3/14, and 4/4); and a final exam (25%, at a time scheduled by the registrar). In addition, there will be small exercises spread throughout the course (5%).

You will need to keep up with the materials on a week-by-week basis. While the course is online, each week, a series of lectures, readings, and related assignments will be made available on OWL, along with the readings listed below. If there are some modifications in course requirements to adapt to circumstances, there will be no increases in the number or amount of assignments but there may be some reductions or modifications in readings and assignments to help everyone get through it and/or to adopt to current events. Please check with the course OWL site regularly for details.

Course Materials: Readings, lecture slides, exercises, and videos will be accessed through the course OWL site, whether we remain online or are able to move to the classroom. Sharing materials from the OWL site with others not enrolled in the class is generally prohibited. Streams and recordings of live classroom lectures, where they exist, will generally only be available to students with accommodations approved by FIMS Undergraduate Student Services (fims@uwo.ca.)

Schedule of topics and readings

Date	Theme	Readings	Major Assignments
1/10	**1) Overview**		
1/17	**2) Technologies and Structures**	• Excerpts from Steven Johnson, *The Ghost Map* • Harnett, Sam. "Here's How Much You Are Worth to Facebook in Dollars and Cents." KQED, April 12, 2018. • Cho, Julia. "How the Loss of the Landline Is Changing Family Life." *The Atlantic*, December 12, 2019.	
1/24	**3) Technologies and Feelings**	• Solnit, Rebecca. "Diary." London Review of Books, August 29, 2013, pp. 32-33. • Raymond Williams, "Structures of Feeling," from *Marxism and Literature*, Oxford Univ. Press, 1978, pp. 128-135. • Streeter, Thomas. "Desperately Seeking Bandwidth," *Flow*, November 5, 2004. • Jordan, Tim. Chapter 3: "Letters: Pre-Internet Communicative Practices," and Ch. 4, "Virtual Worlds: Internet Communicative Practices," from Internet, Society and Culture: Communicative Practices Before and After the Internet. 2013.	
1/31	**4) What is Technology, Anyway?**	• Merchant, Brian. Chapter 4, "Multitouched," of *The One Device: The Secret History of the IPhone*. Back Bay Books, 2017, pp. 69-92. • Edgerton, David. "Introduction," pp. ix-xviii; "Time," 28-51; and "Conclusion," pp. 206-212, from *The Shock of the Old: Technology and Global History since 1900*. New York; Oxford: Oxford University Press, 2011. • Williams, Raymond, "The technology and the society," from *Television: Technology and Cultural Form*, pp. 9-19	
2/7	**5) Mobile Privatization**	• Williams, Raymond, "The Social History of the Uses of Television Technology," from *Television: Technology and Cultural Form*, pp. 19-31. • Oldenburg, Ramon, and Dennis Brissett. 1982. "The Third Place." *Qualitative Sociology* 5(4):265-284 • Kafka, Franz. Letter of March 1922, from *Letters to Milena*. Schocken Books, 1990, pp. 223-225.	First writing assignment due
2/14	**6) History of the Internet 1: Big Science**	• Bush, Vannevar. "As We May Think." *The Atlantic Monthly*, 1945. • Hughes, Thomas P. Chapter 2, "MIT as System Builder: SAGE" from *Rescuing Prometheus: Four Monumental Projects That Changed Our World*. Reprint edition. New York: Vintage, 2000, pp. 15-67.	

		• Light, Jennifer S. "When Computers Were Women." *Technology and Culture* 40, no. 3 (1999): 455–83.	
2/28	**Midterm Exam**	•	Midterm exam
3/7	**7) History of the Internet 2: Amateurs, Hackers, Counterculture**	• Douglas, Susan J. "Popular Culture and Populist Technology: The Amateur Operators 1906-1912," Chapter Six of *Inventing American Broadcasting*, pp. 187-215. • Brand, Stewart. "Spacewar: Fanatic Life and Symbolic Death Among the Computer Bums." *Rolling Stone*, December 7, 1972. http://wheels.org/spacewar/stone/rolling_stone.html • Barlow, John Perry. "A Declaration of the Independence of Cyberspace." Electronic Frontier Foundation, February 8, 1996, https://www.eff.org/cyberspace-independence	
3/14	**8) Communication, Technology, and Democracy 1: Centralization**	• Herman, Edward S., and Noam Chomsky. Chapter 1 of *Manufacturing Consent*. https://chomsky.info/consent01/ • Gloria Steinem, "Sex, Lies, and Advertising," from Joan Gorham (ed.), *Mass Media Annual Editions* 99/00, Dushkin/McGraw-Hill, pp. 139173-181; originally published in Ms. Magazine, July/August 1990, pp. 18-28.	Second writing assignment due
3/21	**9) Communication Technology and Democracy 2: Resistance, Rebellions, and Chaos**	• Zephyr Teachout, Chapter Five: "Something Much Bigger than a Candidate," from *Mousepads, Shoe Leather, and Hope,* 2007. • Tufekci, Zeynep. "How Social Media Took Us from Tahrir Square to Donald Trump." *MIT Technology Review*. August 14, 2018. https://www.technologyreview.com/s/611806/how-social-media-took-us-from-tahrir-square-to-donald-trump/.	
3/28	**10) Machine Learning 1: Prediction and its Limits**	• "What is Machine Learning? Three Things You Need to Know," https://www.mathworks.com/discovery/machine-learning.html • Hendrickson, Josh. "Alexa, Siri, and Google Don't Understand a Word You Say," How-To Geek, Feb. 19, 2019, https://www.howtogeek.com/405011/voice-assistants-dont-really-understand-you/ • Ahearn, Laura M., "The Socially Charged Life of Language," from *Living Language: An Introduction to Linguistic Anthropology*. 2016, pp. 1-32. • Neff, Gina. "Why Big Data Won't Cure Us." Big Data 1, no. 3 (August 22, 2013): 117–23. https://doi.org/10.1089/big.2013.0029.	

| 4/4 | **11) Machine Learning 2: Industrialization and Control** | • Crawford, Kate, and Vladan Joler. "Anatomy of an AI System", 2018. http://www.anatomyof.ai
• Schüll, Natasha Dow. "Gambled Away: Video Poker and Self-Suspension." *Anthropology Now* 4, no. 2 (2012): 1–13.
• Excerpt from Wang, Xiaowei. *Blockchain Chicken Farm: And Other Stories of Tech in China's Countryside*. New York: FSG Originals, 2020, pp. 47-65. | Third writing assignment due |
| TBA | Final Exam | • | |

Notes on classes in pandemic conditions:

1. In the event of course delivery changes necessitated by the changing COVID-19 situation during the upcoming term, students should expect that grading scheme in the course will not change. Assessments may be delivered face to face or online as determined by the course instructor.

2. Students will be expected to wear triple layer non-medical masks at all times in the classroom as per university policy and public health directives. Students who are unable to wear a mask for medical reasons should seek accommodation through Accessible Education.

3. Students are expected not to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks, provided MLHU guidelines permit this.

General Class Expectations

The main thing you should try to do in this class is, to the best of your ability, *act professionally*. This does not mean dressing a certain way or never taking no for an answer or otherwise acting like someone you've seen in a movie. Rather, it means doing your absolute best to be honest, reliable, and effective in a way that treats others around you with respect. This means things like meeting deadlines, but also admitting when you don't understand something. It means showing your instructor and the others around you that you are doing your best to do your part, and thinking about the good of the whole group. For example, if you find that a link to a reading doesn't work, contact me or a TA to let us know; don't try to use it as an excuse not to do the reading. I and everyone else in the class will be grateful you took a minute or two to help us all out. Similarly, in class forum discussions, it is good if you disagree with something somebody said -- discussing disagreements is central to progress – but if you do so, do it with respect, with thoughtfulness and taking care to try to understand the other person's point of view.

And it means that your presence and actions in this class should be conducive to your own learning and to that of others.

That said, all students should make themselves familiar with the University's Student Code of Conduct: http://www.uwo.ca/univsec/board/code.pdf.

Pandemic considerations relevant to this course

In this course, it is expected that to the extent that online lectures are necessary, they will be delivered asynchronously. If it becomes necessary to change the format of exams to online, the plan is to modify the exam format so that they will not require remote proctoring.

More broadly, we understand that that missed classes and assignments are likely to be somewhat more common under pandemic conditions, and plan to reasonably accommodate students where necessary. If you will miss something due to circumstances, it is best to notify us before an assignment or exam is due when possible, and in any case you should start by contacting your TA for instructions. In most cases, they will ask you to contact Student Services for formal accommodations (fims@uwo.ca).

Course delivery with respect to the COVID-19 pandemic: official Western statement

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

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General Policies

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Sharing your notes with other students in the class during the semester is fine, as long as you do not charge for them. I do not give permission for you to sell notes to other students, online or otherwise, or to upload notes to open or commercial websites like notehall.com or sharenotes.com.

Academic Integrity

UWO has a system of "Academic Integrity" and a set of strict policies to go with it (see here). But I think that just listing the rules does not always help folks understand what's really at stake.

Academic integrity is about much more than just not cheating in the obvious ways, like paying someone else to write your paper for you or copying stuff and pretending it's your own. It's about respect for the many-centuries-old disciplined human conversation we call scholarship, and learning how to helpfully take part in that conversation.

By taking a class, you are joining a team, a community. To feel part of that community of scholarship, you need to learn how it works and do your fair share within it. Learning how to, say, do a proper citation or write a good summary of a scholarly article is like learning to take care of a sick roommate, or making dinner for a group of your friends, or doing your best for your team. In the end, you don't do scholarly things because the law says you have to, but because it's satisfying and makes it better for everybody if you do, and helps maintain your friendships, your connections to the conversation.

Scholarly rules like proper citations are not just an arcane set of hoops for students to jump through. Following them helps make you part of a community, a team.

So think of cheating on an exam as more like stealing from your best friend than it is like skipping out on a study hall in high school; it poisons your relationships to people and activities you care about. And cultivate an enthusiasm for the scholarly worlds your classes expose you to; talking about ideas with friends is just as important (and can be just as fun) as talking about, say, GOT. You just have to get in the right frame of mind.

Writing Assignments: The first assignment will ask you to write a summary and short discussion or critique (1250 words TOTAL) of one article from a specific list of course readings identified in class. The second assignment will ask you to write a brief 1000 word answer to a question posed by the instructor based on course concepts. For the third assignment, you will write a short piece of criticism (1250 words) about an aspect of contemporary technology (for ex: smart phones, Amazon Alexa, Ring video doorbells, Game Boys) using at least one of the theoretical perspectives or approaches covered in the class. More details about these assignments will be made available on OWL.

Paper Format: Papers must be double-spaced (250 words per page approximately), and should be submitted as pdfs on the assignments tab in OWL. Papers need not include a separate title page, but should have student name, class, and date of submission on the top left corner of the first page. Citations should be in conventional Chicago Style author-date format (see https://www.lib.uwo.ca/files/styleguides/ChicagoStyleAuthorDate.pdf). All papers must include page numbers.

Withdrawal: 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 11, 2022. Students can find details about this academic policy here: **Evaluation of Undergraduate Performance:.** Please note, students are responsible for ensuring that they are aware of the grades they have received in their courses.

Late Paper Policy: Missed responses will only be accepted if the student has sought accommodation either through SRAs or through the Dean's Office in their home faculty. (FIMS students can contact Student Services at fims@uwo.ca.) Please refer to the Notes from the Dean's Office pages below for how to go about seeking academic consideration.

Missed midterm exam: In the case of a missed exam with approved Academic Consideration approved by a student's home faculty student affairs office, a makeup will be scheduled at the instructor's discretion, typically at a specific time such as a Friday. The format of the exam might differ from that of the originally scheduled exam.

Self Reported Absences: In certain circumstances (see below), students have the option of self-reporting absences (SRAs) via an online portal. Students will need to complete work following an SRA within 48 hours. If the missed work is an exam, a makeup will be scheduled at the instructor's discretion, typically at a specific time such as a Saturday. The format of the exam might differ from that of the originally scheduled exam.

Prerequisites: University Senate regulations state: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it

will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Student Health: Students who are in emotional and/or mental distress should refer to Mental Health@Western. For a complete list of options on how to obtain help please visit http://www.uwo.ca/uwocom/mentalhealth/

Privacy Policy: We adhere to an Ontario Provincial Government privacy legislation known as "FIPPA" (Freedom of Information and Privacy Protection Act). As such we cannot email you a grade or discuss a case with you via the internet unless we know it is you. As such, we will only answer UWO emails. For further information please see: http://www.uwo.ca/privacy/links.html

Land Acknowledgement: Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of indigenous peoples.

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, 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

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 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
Mental Health Support:
https://www.uwo.ca/health/psych/index.html
Accessible Education:
http://academicsupport.uwo.ca/accessible_education/index.html
Accessibility Information:
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.