



MIT 3902G Alternative Media*

Faculty of Information and Media Studies – Winter 2021

Instructor

Dr. Atle Mikkola Kjøsén

Email

akjosen2@uwo.ca

Asynchronous content

OWL

Synchronous tutorial (Zoom)

Thursdays 4.30-6.30pm

Zoom office hours

Thursdays 6.30-7.30 or by appointment

** In the eventuality that the university decides to move classes in-person, a new course outline will be distributed.*

Prerequisites

Restricted to 3rd and 4th years students in FIMS modules with priority enrolment given to MPI students.

Course Description

For the last few decades people have for various reasons increasingly turned to media outlets that are alternative to mainstream corporate and state-supported media. For an even longer time, social movements, political organizations, and marginalized people have felt compelled to produce media that is independent from government and corporate interest, in order to build counter-hegemony, agitate, or to emancipate and better represent themselves. This course discussed the theory and practice of alternative media, its relationship to and difference from mainstream corporate and state-supported media, as well as the reasons for why people produce and consume their own media. These aspects are explored across a variety of alternative media examples and by giving students an experience in the praxis of producing alternative media.

Learning Outcomes

By the end of this course students will be able to

- Define, classify, and discuss alternative media in its complexity and diverse formats
- Define and explain three different theoretical approaches to the study and classification of alternative media.
- Explain what sets alternative media apart from mainstream private and public media.
- Discuss the social, political, techno-epistemological, and personal reasons for why citizens turn to produce and/or consume alternative media.
- Explain the social role of alternative media.
- Design, produce, and implement their own alternative media and defend it as such.

Assignments

A detailed description of all assignments has been uploaded to the course's OWL site in the **RESOURCES=>assignment** folder.

To mark papers, I make use of the "track changes" function in MS Word to make suggested edits and provide comments. This means that all papers must be submitted in a *word doc format*.

All assignments must be uploaded to the corresponding **ASSIGNMENT** tab on OWL, which will automatically also upload your paper to Turnitin.

Participation (5%)

Based on one private conversation with the course instructor during office hours.

The topic for the private conversation is selected by the student and can concern any aspect of the course as long as it addresses a topic related to the course.

These conversations will be graded as either pass (50%), competent (65%), very good (75%), excellent (85%) or outstanding (100%).

Short assignment 1 – What is alternative media? (15%)

Due: January 27th, 11:55pm.

Write a 600-1000-words paper (1.5-2 line spacing, 12pt font, Times New Roman, consistent citation system) on what alternative media is an alternative to, using the provided case study for reference. What is alternative media? That is, what is alternative media an alternative to? How/why is your case study an example of alternative media?

Midterm essay (20%)

Due: Feb. 18, 11:55pm

For the take-home midterm you will be asked to write a 750-1250-pages essay (1.5-2 line-spacing; 12pt Times New Roman; consistent citation system). The essay question options will be circulated at least one week prior to the due date. While this assignment is technically your

midterm, I expect you to write an essay that has the quality of a short-paper assignment (what this means in detail is clarified in the detailed description of assignments).

Group Culture Jam (20%)

Due: March 11, 11:55 pm.

For this assignment, groups of 3 must jam an artifact of popular culture (e.g. a brand, an ad, packaging, billboards, corporate fliers, comic book, magazine etc.). There are two components to this assignment: (1) the culture jam; (2) video presentation that explains why you chose the artifact you did, why and how you jammed it, how you distributed it (if applicable), and any reactions it may have received (if applicable). All “jams” and presentations will also be peer graded. A more detailed description is uploaded to OWL.

Alternative media project brainstorm/proposal (5%)

Due: meeting must be held no later than March 18th.

In a short (max 10 mins) meeting with the course instructor, brainstorm with or explain your project. This meeting will be graded as either pass (50%), competent (65%), very good (75%), excellent (85%) or outstanding (100%).

Final alternative media project (35%)

Due: April 8, 11:55pm.

For the final assignment, you will need to develop your own alternative media project or participate in a significant fashion in an already-existing alternative media project(s). This assignment can be based on a variety of media formats, including print, digital, and non-traditional media. Students can work on this project either as individuals or in groups of up to four. There are two assessed components to the alternative media project: the project itself and an explanation of the project either in the form of a 500-1250-words paper (double-spaced), 5-10-minute video or podcast.

Extra credit (3%)

Students who actively participate during zoom tutorial (or in-class discussions if the course moves back to being delivered in-person) will be eligible for an extra credit of up to 3% added to your final grade.

Grading

All assignments will be graded per the MIT grading guidelines (see last page of this course outline). All grades will be posted to OWL's **GRADEBOOK**.

Students are responsible for ensuring that they are aware of the grades they have received in their courses.

For your own protection, always keep a copy of your assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of the assignment.

Extensions and Late Penalty

I give out extensions like candy on Halloween, irrespective of reason. Please ask for one at least 48 hours prior to the due date.

Papers handed in late without an extension or accompanying documentation of illness or emergency will receive a penalty of 5% a day for up to four days; on the fifth day, the paper will receive an automatic FAIL.

You cannot receive an extension for the midterm essay. Not handing it in on the due date will count as having missed the midterm. Travel schedules, employment, etc. will NOT count as legitimate reasons for missing or rescheduling an exam.

If you have a medical illness or compassionate grounds (i.e., death in family, house fire), please contact the FIMS front office for accommodation. You may also use a self-reported absence (SRA) in the case of unexpected eventualities that force you to miss the midterm essay deadline.

Submission of Work Following a Self-Reported Absence (SRA)

Students have two (2) opportunities during the academic year to submit a self-reported absence (SRA). See the "dean's notes" on the second to last page of this course outline for an explanation of how, when, and in what cases you can use an SRA.

- *If you have used an SRA for the two short-paper assignments, you are expected to submit them within 48 hours after the end of the self-reported absence (i.e. four days after the initial deadline).*
- *If you have used an SRA for the midterm, you must contact the course instructor within 24 hours of the end of the self-reported absence to agree on a make-up date.*

Communication Policy

The best way to contact me is via email (akjosen2@uwo.ca). When you send me an email, please put the course code (MIT 3216) in the subject line. I respond to most email inquiries within 48 hours, but typically sooner.

If you send me an email after 5pm, I will most likely not answer it until the following morning.

Please send inquiries that can be answered with a sentence or two. For inquiries that require more thorough responses, please request an online office hour.

Announcements with updates about the course, tips and suggestions for assignments and more will be pushed to your email. You are therefore required to periodically check your Western email account. Students are responsible for ensuring that their email account is working properly, including making sure it is not full.

Course delivery with respect to the COVID-19 pandemic

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.

Given that the course will be delivered entirely online until January 31st, an updated course outline will be distributed when (or if) the university gives the green light for in-person classes.

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>.

Statement on the Use of Zoom Recording

Zoom sessions will not be recorded by the instructor. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Weekly lessons

Due to the pandemic forcing courses to adopt a remote learning model, this course will primarily be delivered in an asynchronous manner on OWL. This means that you will access course material according to your own weekly schedule. For this reason, it is **vital** that you become **intimately familiar** with the course's **OWL site**.

Each week, course content can be accessed through the **LESSON** page on OWL and by clicking on the appropriate numbered lesson (e.g., "1. Introduction", "2. Alternative to What?" etc.). Each lesson consists of a combination of video lectures, course assigned texts, PowerPoint slides, and alternative media case studies that you should engage with in an order suggested by the course instructor (e.g., first read an assigned text, then watch a video lecture, then do an activity etc.). You proceed through element of the lesson using a checklist.

All course content is either embedded in or can be accessed through the lesson pages, be this assigned readings, externally hosted content, forums, activities and so on. In other words, the course lives in and through these weekly lessons.

Despite being delivered asynchronously, the course has a **weekly “rhythm”** you should be aware of and around which you should organize your learning. Each week, the instructor will make video or podcast lectures available on **Mondays**. Every **Thursday 4.30 – 6.30 pm** serves as a tutorial hour where the instructor clarifies weekly content by answering questions posed by students. Right after this session, an additional office hour will be held from **6.30 – 7.30 pm** for students to meet with the course instructor privately. Office hours are also by appointment.

Course Materials

All assigned texts, weekly lesson slides, and external course content are accessible through the weekly **LESSONS** on OWL. They can also be found in the **RESOURCES** tool on OWL but will not have all the material used in the weekly lessons, such as case studies, YouTube videos and other external content the instructor uses as examples. It is strongly recommended that you engage with the course’s materials using the lessons tool on OWL.

Course Schedule

January 13 – Lesson 1: Introduction

- Complete “Lesson 1” which simulates a weekly lesson by introducing you to the course’s learning outcomes, assignments, policies, and schedule using a mix of video lectures, texts, and tasks, while using checkboxes to keep track of where you are in the lesson.
- Kjoson, Atle M. (2018). “Alternative to What?” *OpenWide*, vol. 19, no. 1: 4-6.

January 20 – Lesson 2: Alternative to What?

- Atton, Chris (2002). *Alternative Media*. London: Sage. Pp. 9-19.
- Chomsky, Noam (1997). “What Makes Mainstream Media Mainstream?”
<https://chomsky.info/199710/>
- Downing, John (2001). “Young people and graffiti.” *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. Pp. 122-124.
- Waltz, Mitzi (2005). *Alternative and Activist Media*. Edinburgh: Edinburgh University Press. Pp. 1-5, 13-19.

- Downing, John (2001). "Graffiti and Dress". *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. 121-129

Jan 27 – Lesson 3: Participatory alternative media

- Michel Albert (1997). "What Makes Alternative Media Alternative?" *Z Magazine*.
<https://zcomm.org/zmagazine/what-makes-alternative-media-alternative-by-michael-albert/>
- Gehl, Robert. W. (2015). "The Case for Alternative Social Media." *Social media + Society*, July-December: 5-8.
- Mowbray, Mike (2015). "Alternative logics? Parsing the literature on alternative media." In Atton, Chris (Ed.) (2015). *Routledge Companion to Alternative and Community Media*. London: Routledge. Pp. 21-25
- Waltz, Mitzi (2005). *Alternative and Activist Media*. Edinburgh: Edinburgh University Press. Pp. 6-8.
- Downing, John (2001). "Public speech, dance, joke and song". *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. 105-120.

Short paper 1 due, January 27th, 11:55pm on OWL.

February 3 – Lesson 4: Critical alternative media/ contesting media power

- Harcup, Tony (2015). "Listening to the Voiceless. The practices and ethics of alternative journalism". In Atton, Chris (Ed.) (2015). *Routledge Companion to Alternative and Community Media*. London: Routledge. Pp. 313-323.
- Mowbray, Mike (2015). "Alternative logics? Parsing the literature on alternative media." In Atton, Chris (Ed.) (2015). *Routledge Companion to Alternative and Community Media*. London: Routledge. Pp. 26-27.
- Sandoval, Marisol and Fuchs, Christian (2010). "Towards a critical theory of alternative media." *Telematics and Informatics* 27:141-150.
- Downing, John (2001). "The Press". *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. 143-157.

February 10 – Lesson 5: Heterodox-creative media

- Downing, John (2001). "Graffiti and Dress." *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. Pp. 121-142.
- Mowbray, Mike (2015). "Alternative logics? Parsing the literature on alternative media." In Atton, Chris (Ed.) (2015). *Routledge Companion to Alternative and Community Media*. London: Routledge. Pp. 27-30.
- Triggs, Teal (2006) "Scissors and Glue: Punk Fanzines and the Creation of a DIY Aesthetic". *Journal of Design History* 19(1): 69-83.
- Downing, John (2001). "The Press". *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. 143-157.
- Downing, John (2001). "Mind Bombs: woodcuts, satirical prints, fliers, posters and murals". *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. 158-180.

Question(s) to midterm will be circulated Friday 11th.

February 17 – Lesson 6: Midterm week

Due Friday Feb 18th, 11:55pm on OWL.

Feb 24 – Reading week

No lesson.

March 3 – Lesson 7: Culture Jamming

- Fink, Moritz and DeLaure, Marilyn (2017). "Introduction". In Moritz Fink and Marilyn DeLaure (2017) (Eds). *Culture Jamming: Activism and the Art of Cultural Resistance*. NYC: NY University Press. 1-24.
- Wettergren, Åsa (2013). "Culture Jamming." In Snow, David A., della Porta, Donatella, Klandermans, Bert, and McAdam, Doug (Eds.) (2013). *Encyclopedia of Social and Political Movements*. Oxford: Blackwell Publishing. Pp. 1-2.

March 10 – Lesson 8: Culture jamming group project

- Culture jams and explanatory video presentation must be uploaded to OWL by March 11th.

March 17 – Lesson 9: Project brainstorming and design week

- Browse folder on OWL with examples of or links to various alternative media projects.
- Meet with Dr. Kjoson for 10 minutes to discuss your project.
- Downing, John (2001). "Radio" and "Film and TV". *Radical Media: Rebellious Communication and Social Movements*. Newbury Park, CA: SAGE Publishing. 181-200.

March 24 – Lesson 10: The public pedagogy of alternative media

- Jennifer A. Sandlin and Jennifer L. Milam (2008). "Mixing Pop (Culture) and Politics: Cultural Resistance, Culture Jamming, and Anti-Consumption Activism as Critical Public Pedagogy." *Curriculum Inquiry*. 38(3): 323-350.

March 31 – Lesson 11: Final project week 1

- Dr. Kjoson will be available for Zoom consultations throughout this week.

April 7 – Lesson 12: Final project week 2

- Dr. Kjoson will be available for Zoom consultations throughout this week.
- Final project due April 8.

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2022

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/uwo.com/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.