

the basics

DATE: Winter 2022, 3 hour seminar course, Monday 2:30-5:30 p.m., SEB 1056

INSTRUCTOR: Dr. Tim Blackmore, generally found in FNB 4019 (hang two rights off the elevator)

OFFICE HOURS THIS TERM: Uncertain! "YOU MAY ASK YOURSELF... WELL? HOW DID I GET HERE?"

PHONE: 519-661-2111 x. 88513 but please do email or come and visit in the virtual office!

EMAIL: tblackmo@uwo.ca

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

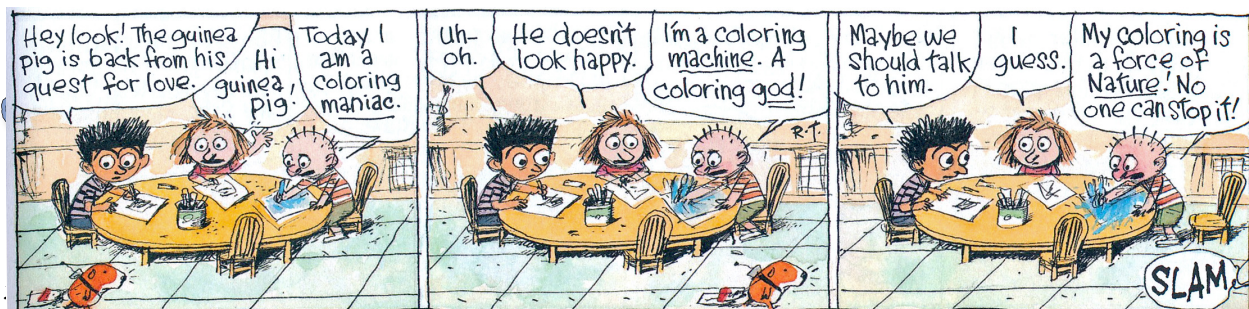
You know roads. A bend comes and you take it, thoughtlessly, moving on. DILLARD

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.



keeping up with the news

COURSE PACK: Almost all the readings are in this—**please bring it to each class.**

ACTUAL BOOKS:

Cathy Malkasian. *Eartha*. Seattle, WA: Fantagraphics Books, 2017.
Henry David Thoreau. *Walden, and "Civil Disobedience."* NY: Signet Classics, 2012.
(please use this edition of Thoreau—I HAVE MY REASONS!)

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

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 theseus's ship sails on (1000 words): 20% the subtle flows of nearly indetermi
- THESEUS'S SHIP SAILS ON (1000 WORDS):** 20%
- 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. 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. **OUTSIDE SOURCES:** PLEASE, NO GOOGLING HAHA I MEAN IT, LIBRARY—JUST YOU AND YOUR MIND AND THE TEXTS, OKAY?

some notes for in-person

ABOUT THE LOGS:

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. PLEASE DO NOT EMAIL THEM. PRINT THEM AND BRING THEM IN.**

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).



office hours

- **Hey you, yeah! COME 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!**
- I use office hours to meet you and chat, 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! **I'll give you tea and cookies, so there's that.**
- 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



THE UNIVERSITY SAYS AS FOLLOWS:

COURSE DELIVERY WITH RESPECT TO THE COVID-19 PANDEMIC

Please read carefully! (Tim)

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>.

(This is language comes from the University administration and is a part of this contract. —Tim)

about to upload an assignment?

PLEASE PLEASE do the following:

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 3 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 2022 and everything is still screwy).

COVID RULES & in case of lock down

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.

All day
the rain
poured
down on
the Bronx
without
mercy

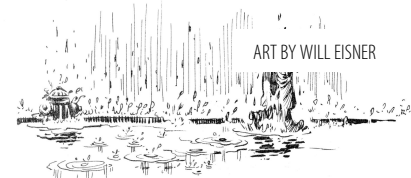
The sewers overflowed
and the waters rose
over the curbs of the street.

what we're going to do

We're going to be all right. We got through this before, we will again.

Here's what'll happen for January (and I hope not longer):

1. We'll have **one synchronous Zoom meeting** (don't all cheer at once) a week, from 2:30 p.m. – 5:30 p.m. Monday.
2. I will hold virtual office hours when I figure out what works for folks.
3. Please upload all assignments to your **OWL MIT MIT 4100G Dropbox**.
4. Please **upload ONLY pdfs and not Word files**, and please do not email me your assignments. **(MANY THANKS!)**
5. I won't accept emailed assignments (so...Dropbox, right?)
6. Assignments will be due (in the **Dropboxes**) at the start of synchronous class Monday 2:30 p.m.
7. The first batch of MIT 4100 lecture videos is available to you (OWL → Lesson → Lecture 1 etc.). Your job is to **look at them before** our synchronous class because we're going to **TALK TOGETHER THERE**, okay? **COME!**
8. In class we're going to **talk together as a group**. I won't lecture.
9. We'll use OWL and email to stay in touch with each other, **so check OWL early and often. I will update it regularly.**



can we help in some way?

Students who have ongoing medical or psychological conditions, or who have been diagnosed with a learning disability, and who may be entitled to some form of academic accommodation are assessed and managed through [Accessible Education](#). The recommendations for accommodation are shared with instructors via the Extranet and require instructors to acknowledge these through the Extranet.

Students who miss work because of an illness or compassionate grounds can access relief in one of two ways, though a Self Reported Absence (if they meet the criteria for an SRA) or through the Academic Counselling office in their faculty of registration, by providing appropriate documentation (Student Medical Certificate or other valid documentation). Students in FIMS can access FIMS Undergraduate Student Services (UGSS) by emailing fims@uwo.ca. Recommendations for Academic Consideration from counselling units, as well as SRAs, are managed through the Extranet.

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, 2022**, it would now be due on **February 10, 2022**.
- 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 visit 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 Mar. 12 and the new due date is Mar. 19, late penalties would start applying as of **Mar. 20th**.

all work is due in class on Mondays

All assignments must be:

- printed
- stapled
- FOR JANUARY: uploaded to dropboxes as??? **YES!! AS A PDF!!**

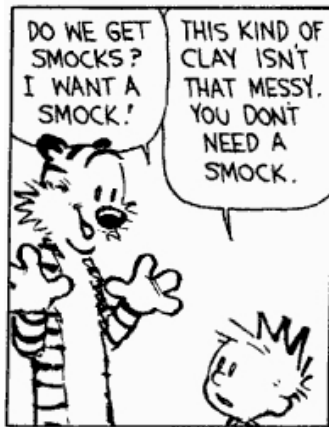
I don't accept emailed papers, and I won't print an emailed paper. **Please print 'em and bring 'em in! (For February [?])**

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.

THE LOGS AREN'T INDIVIDUALLY WORTH A GRADE. Late in the term I collect all the logs and grade them. **THAT MEANS YOU HAVE TO KEEP THEM!**

PLEASE KEEP (I'LL JUST MENTION THIS AGAIN FOR OLD TIME'S SAKE) ALL THOSE LOGS I HAND BACK! But 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!

| LECTURE | TOPIC | PLEASE PREPARE | DUE |
|------------|--------------------------------------|---|--|
| 1: JAN 10 | ENLIGHTENMENT I | Descartes, Locke, Pope (on OWL), Roethke "Once More" (P)* | |
| | ENLIGHTENMENT II | Dickinson "Tell All the Truth" (P) | |
| 2: JAN 17 | ROMANTICISM | Rousseau (on OWL), Shelley "Ozymandias" (P) | LOG 1 |
| | SHIFTING TO TRANSCENDENTALISM | Thoreau: Economy, Frost "Tree at My Window" (P) | |
| 3: JAN 24 | TRANSCENDENTALISM | Thoreau: Where I Lived, Reading, Sounds, Solitude, Conclusion. (Sections 2-5, 18) | |
| | TRANSCENDENT MACHINES | Charles, "Where You At?", Whitman "Locomotive" (P) | |
| 4: JAN 31 | WORLDVIEWS | Bradbury "1999", Jacobs, Frost "Mending Wall" (P) | LOG 2 |
| 5: FEB 7 | MODERNISM & THE PASTORAL | Yeats (P), Dick "Autofac," Ellison "I Have No Mouth," Cummings "pity this busy monster" (P) | |
| | POSTMODERNISM | Le Guin "Sur," Shiva, E. B. White "The Spider" (P) | |
| 6: FEB 14 | TRANS- POST- H+ HUMANISM | Braidotti, Rambo "Preferences," <i>Princess Mononoke</i> | THESEUS'S SHIP |
| | SLACK | Necessary space for useful interruptions and unexpected ideas | |
| FEB 21-25 | <i>Reading Week</i> | <i>Always be Resting!</i> | <i>breathing week</i> |
| 7: MAR 7 | NATURE | Dillard "Footprints," Haraway <i>Staying with the Trouble</i> , Le Guin "Road," Williams "This is Just to Say," (P) Christensen (P) | LOG 3 |
| | ECOLOGY | <i>Eartha</i> , Malkasian | |
| 8: MAR 14 | EPISTEME/TECHNÉ | Eliade | LOG 4 |
| | TECHNOLOGY & DESIGN I | Schumacher, Toomer "Reapers," (P) Bishop "One Art" (P) | |
| 9: MAR 21 | DESIGN II | Papanek, Frost "Apple Picking" (P) | PROPOSAL & LOG 5 + ALL LOGS |
| | DESIGN III | Winner, Issa "Plume" (P) Adrienne Rich "Diving," (P) | |
| 10: MAR 28 | PERCEPTION & ALTERATION | Bradbury "Dark they Were," Jemisin "Cloud Dragon," Okorafor, <i>The Shape of Water</i> , Spinrad "Carcinoma Angels," | |
| | ORALITY AND TIME | Haldeman, Dillard Ch. 6 "The Present," Bringhurst (P) | |
| 11: APR 4 | COUNTERNARRATIVE | Lipsitz, Stewart Brand (x2), Dillard "A Writer" | PROJECT |
| | SPEED | Parkins & Craig, <i>Lone Star</i> | |
| 12: Yeesh. | ENOUGHNESS | Vanderburg, MacEwen "Letter" (P) | |
| | ALONENESS projects! | Silverberg, MacEwen "Discovery" (P) Eliot, Roethke "Manifestation" (P) | |
| EXTRA | THE FUTURE | Brower, Schroeder "Eminence" | |

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

TOOOOO LONNNNNGG DIDN'T REAAAAAD!!

(TL;DR—it's so meta—it's the tl;dr of tl;dr lol omg smh)

This syllabus has a LOT of stuff on it, all of it actually useful and important. But here's the bottom line.

1. Order the books, see the first films, start reading the stuff in the Resources file.
2. See or read the texts **FIRST**, then you're ready to talk! This is more important than the lectures.
3. See lectures on your own.
4. Please keep those cameras on (thanks!).
5. Please hand in work as pdfs **ONLY**, to your dropboxes.
6. Please keep file names short but identifiable: "Ursula Log 2 4100" **DIGITAL FILES GET LOST TOO!**
7. Please put your name **ON** the paper you upload. (See [6])



Thank you, my friends! One thing at a time, okay?

ART BY ERNEST SHEPARD

NOTES FROM THE FIMS DEAN'S OFFICE

Fall 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.