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Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society. In this region, at least eight different Indigenous languages are spoken and there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America). It is crucial that we acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada and moreover accept responsibility, as students and faculty and as a public institution, to contribute to confronting miseducation and renewing respectful relationships with Indigenous communities through our teaching, research and community service.

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Instructor Information

Dr Basil Chiasson
Office: FNB 4059
Phone: 519-661-2111, ext. 88501
Email: bchiasso@uwo.ca; expected response time: 48hrs.
(Please include the course code – DC 2311 – in the subject field of all e-communications)

Office Hours: Wednesdays at 2:00-3:30PM or by appointment and on Zoom/Owl
Note: If the ongoing pandemic forces us to pivot from the classroom to remote learning, office hours will be conducted online and all relevant information to do with the shift online will be made available by your instructor.

Class Schedule/Information

Lecture times: Tues., 1:30-4:30PM
Location: SSC-3010
(In the event that the pandemic forces us online, lectures will be conducted via Zoom and in a synchronous format)

Course site URL: https://owl.uwo.ca/portal/site/307de16a-3a0f-4ae3-abc6-e926b9134b44/page/17843534-4416-4454-abcf-7c495f730c59?sakai.state.reset=true

Technology requirements: personal computer, Internet connection, and Zoom app
Note: There is no separate tutorial for this course

Note: This semester the lectures are in-person and there are 12, from Jan.10th to Apr.4th (no lecture on Feb.21st, Spring Reading Week). In the event of a surge in Covid-19, lectures will be conducted online in a synchronous format.

Important dates:

- Last day to drop a second-term half course without academic penalty: Mar.7th
- Spring Reading Week Feb.18-26th
- Classes end: Apr.10th

Prerequisites and Antirequisites

There are no prerequisites and no antirequisites for this course.

Course Description

Writing Across Digital Media Platforms considers the relationship between written language and new media technologies. Students engage critically and creatively with various digital platforms and types of media to evolve their understanding of digital tools and media, along with their implications, and to evolve their capacities for writing and collaborating in and across various digital environments. Through a combination of themed lectures and writing labs, students engage in and learn about digital, multimodal composition and communication and develop a critical awareness of digital platforms and how digital selfhood gets performed.

A note on the course format: DC2311 includes a course website, with which students are expected to engage regularly on their own time and in preparation for lectures, and features weekly lectures, which are participatory in nature. On four occasions the lectures take the form of writing labs. These are collaborative writing-based sessions informed by course content and designed to embody the course content and help students prepare for assignments coming due.

Learning Outcomes

By the end of the course, students will ideally be able to demonstrate intellectual, transferable, and practicable skills and will in particular be able to:

- Be able to reflect critically on the nature of digital writing (both the act and the writing itself) and new media technologies and environments and, moreover, on the relations between all three
- Acquire effective strategies for locating a range of examples of writing across various digital platforms, for evaluating them, and for adopting and adapting features which might strengthen students' own writing practice
- Possess a sophisticated understanding of what constitutes digital writing, a digital text, media, and a platform and of the intricate relationship between different kinds of digital writing and texts, media, and platforms
- Appreciate and employ collaboration as a significant way to engage critically with digital writing and new media and to generate digital and online content
- Be able to think and speak critically, creatively, and with nuance about the meaning of concepts such as: digitality, text, media, platforms, composition, communication, multimodality, play, recursiveness, mediation, subjectivity

Schedule

*Note that the specific details of each class may change depending upon timing and circumstances.

Week 1 (Jan.10th)—Digitality and Multimodality: Rethinking Composition and Text

In-class Reading: Yancey's "'With Fresh Eyes': Notes toward the Impact of New Technologies on Composing"

Week 2 (Jan.17th)—Remix, Play, Remediation

Assigned Reading: Yancey's "With Fresh Eyes" cont. and Davis et al.'s "Remix, Play, and Remediation: Undertheorized Composing Practices"

Week 3 (Jan.24th)—Writing Lab
***NB* Lab work due Tues. 11:55pm**

Week 4 (Feb.1st)—Social Media As Multimodal Composition

Assigned Viewing: Rodrigue's "Multimodal and Digital Writing In the Disciplines"
Assigned Reading: Vie's "Social Media as Multimodal Composing"

Week 5 (Feb.7th)—Composing Yourself: Materiality, Embodiment, Mediation

Assigned Reading: Takayoshi and Van Ittersum's "The Material, Embodied Practices of Composing with Technologies"
***NB* Digital Media Revision due, Fri. 11:55pm**

Week 6 (Feb.14th)—Writing Lab

***NB* Lab work due Tues. 11:55pm**

Week 7 (Feb.18-26)—SPRING READING WEEK

Week 8 (Feb.28th)—Writing and Performing Identities Online

Assigned Reading: Tagg's *Exploring Digital Communication* (excerpts: "From anonymity to self-promotion"; "Performing identity online"; "Identities in interaction")

Week 9 (Mar.7th)—Digital Articulations of Racial(ized) Identities

Assigned Viewing: Bolanos and Tuggle's TEDx Talk, "Race and Politics in the Digital Age"
Assigned Reading: Hamilton's "A Genealogy of Critical Race and Digital Studies: Past, Present, and Future"

Week 10 (Mar.14th)—Writing Lab

NB Lab work due Tues. 11:55pm

Week 11 (Mar.21st)—Self-Branding within a Media Ecology
Assigned Reading: Scolere et al.'s "Constructing the Platform-Specific Self-Brand"

Week 12 (Mar. 28th)—New Media Audiences

Assigned Reading: Girginova's "The Disappearing Audience and Reflexive Visibility"

Week 13 (Apr.4th)—Writing Lab and Course Conclusion
NB Lab work due Tues. 11:55pm

NB Digital Media Appraisal Project due, Fri. 11:55pm

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Course Materials

There is no textbook for this course. There are required 8 readings and 2 required viewings, access to which is provided on this course website. This media functions to structure and inform class discussion and all assessments along with the work required for them. Slides and/or notes from the lectures will be posted on the course website following the sessions. Additional supplementary readings/viewings may be made available along the way; engaging with this material is optional. Supplementary readings/viewings may be made available along the way; engaging with this material is optional. Tasks and/or questions will occasionally be disseminated anywhere between several days to a week prior to the lectures, but this work will not be evaluated; only the assignments appearing in the "Assignments" tool on the course website will be evaluated and returned with feedback.

Assigned Readings/Viewings

Bolanos, Cinthya, and Kynnedy Tuggle. 2018. "Race and Politics in the
    Digital Age." TEDx Talks: TEDxMemphis. YouTube video, 6:16. June 5th.
    https://www.youtube.com/watch?v=-cT5iAE9yxM.

Davis, Andréa, and Suzanne Webb, Dundee Lackey and Dànielle Nicole DeVoss. 2010.
    "Remix, Play, and Remediation: Undertheorized Composing Practices." In *Writing
    and the Digital Generation: Essays on New Media Rhetoric*, ed. Heather Urbanski,
    pp. 186–97. Jefferson, NC: McFarland.

Girginova, Katerina. 2016. "The Disappearing Audience and Reflexive Visibility." *Social
    Media + Society* (July-September): 1–3.

Hamilton, Amber M., 2020. "A Genealogy of Critical Race and Digital Studies: Past, Present,
    and Future." *Sociology of Race and Ethnicity* Vol.6 (3): 292–301.

Rodrique, Tanya. 2013. "Multimodal and Digital Writing In the Disciplines." YouTube
    video, 7:29. Sep 13th. https://www.youtube.com/watch?v=tIsvVG5p8DI.

Scolere, Leah, and Urzula Pruchniewska, and Brooke Eron Duffy. 2018. "Constructing the Platform-Specific Self-Brand: The Labor of Social Media Promotion." *Social Media + Society* (July-Sept.): 1–11.

Tagg, Caroline. 2015. *Exploring Digital Communication: Language in Action* (Chapters 5 [pp.59–66], 13 [pp.143–52], and 20 [pp.221–29]). London and New York: Routledge.

Takayoshi, Pamela, and Derek Van Ittersum. 2018. "The Material, Embodied Practices of Composing with Technologies." In *The Routledge Handbook of Digital Writing and Rhetoric*, eds. Jonathan Alexander and Jacqueline Rhodes, pp. 84–94. New York and London: Routledge.

Vie, Stephanie. 2018. "Social Media as Multimodal Composing: Networked Rhetorics and Writing in a Digital Age." In *The Routledge Handbook of Digital Writing and Rhetoric*, eds. Jonathan Alexander and Jacqueline Rhodes, pp. 115–23. New York and London: Routledge.

Yancey, Kathleen Blake. 2018. "'With Fresh Eyes": Notes toward the Impact of New Technologies on Composing." *The Routledge Handbook of Digital Writing and Rhetoric*, eds. Jonathan Alexander and Jacqueline Rhodes, pp. 61–72. New York and London: Routledge.

Methods of Evaluation

Writing Lab Exercises (x4) 40%

These assignments take place during the scheduled writing labs and are collaborative writing activities/projects which respond to a set prompt. Students submit their work, to the course website, at the end of each lab or by 11:55pm that evening.

Digital Media Revision 20%
Due: Feb.10th

This assignment provides students with the opportunity to use digital writing as a way of examining and engaging critically with various media platforms and examples of digital writing.

Digital Media Appraisal Project 30%
Due: Apr.7th

Taking the form of a critical report, this assignment prompts students to examine several media platforms and to work collaboratively to appraise their form and content and identify what they think does and does not work in each case. The assignment is designed to enhance and develop critical thinking and analytical skills in the context of digital multi-media and to also begin to build a repertoire of examples of best practices for writing across various digital contexts and curating across various digital platforms.

Participation 10%

The participation grade breaks down into 10pts., .5pts. per lecture for physical attendance and .5pts. for consistently active and respectful engagement in both the lectures/labs and all related

practical tasks and activities. *Merely being present in class is not sufficient to score the full participation point per session.*

Note:
• All work submitted for evaluation will be graded by the instructor

• Detailed instructions and guidelines for each assignment will, in due course, be provided on the course website, along with grading rubrics where relevant, appearing at least 2 weeks prior to each assignment's due date. These will also be taken up in lectures in the weeks leading up to each assignment's due date

• Preparatory tasks and/or questions may occasionally be disseminated several days to a week prior to the lectures and labs; this work will not be graded other than for participation

• There is no final examination in this course. However, the expectation for every graded assessment is that students demonstrate that their work is immersed in and responding to the course at large, as opposed to existing in a vacuum (and not a part of the broader ecology of the course)

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Submitting Work

Submissions for the core assessments should be uploaded to the course website, via the Assignments tool. Do not email submissions to your instructor unless asked to do so or without first securing the instructor's approval. In cases where submissions consist of files too large to be uploaded to the course site, upload a link to the platform which hosts your work. If issues arise, consult the instructor immediately to determine a method of submission.

Absences and Late Submissions

• When absent from a lecture or tutorial, students should be prepared to contact others in the class to obtain notes

• Assignments submitted late without academic consideration will be penalized at a rate of 5% per day. Assignments submitted more than 7 days past the due date will not be accepted and will be given a grade of 0%

• Late work will only be accepted where the instructor's approval has been obtained or the student has arranged academic consideration

• Late assessments with academic consideration require the student to work with the Academic Advising unit in their Faculty of registration; once that has been approved, students need to contact the instructor to arrange for an alternate submission date

• For work worth 10% or less, students should contact the instructor directly about how to make up missed work

Performance Expectations and Evaluation Standards

In order to pass this course students must achieve a minimum of 50% (D letter grade) as a final grade for the course. Note well: To get a grade of B or higher: a student's writing must be

acceptably accurate and free of significant errors in grammar, spelling, and punctuation. No paper, however brilliant in conception, will get higher than 68% if the writing fails to communicate that conception effectively. The table below outlines the University-wide grade descriptors. Detailed FIMS specific descriptors are included in the Notes from the Dean's Office appended to this course outline.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

See also the Dean's Notes below for a delineation of the grade categories set forth by FIMS. On the matter of student performance and expectations as well as assessment of non-written, creative work for the course, the instructor will distribute guidelines and a rubric in order to clarify what constitutes poor, acceptable, solid, and exceptional work in the context of the final project.

Graded work worth no less than 15% of students' final grade will be returned three days prior to the deadline for withdrawal without academic penalty from this course (Mar.7th). Students can find details about this academic policy here:
http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf.

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

Participation and Engagement

• Students are expected to participate and engage with content as much as possible, both on the course site and during class time

• Students can also participate by interacting in the course site discussion forum with their peers and instructors and by answering the weekly poll questions in an evidently thoughtful manner

Communication

• Students can email the instructor using OWL "messages" or their Western email accounts

• Students should not use a personal, and thus non-Western/OWL, channel for communications with the instructor. Relatedly, students should use their Western accounts for all communication via Zoom

• Always include the course code (**DC 2311**) in the subject field of your message and be sure to keep all emails brief and to-the-point. Also, where you have a question about the course, please ensure before emailing that the answer to your question cannot be found in the course outline or on the course site

• Emails will be monitored daily during the week; students should receive a response within 24 hrs. If you do not hear back within 48hrs. do email again

• All meetings are typically conducted privately, with one student at a time. Where questions and concerns overlap, group meetings may be arranged. For in-person meetings during office hours, masks are required. For meetings on Zoom, students have the option to attend the meeting with their camera off

• Students should check the OWL site every 24 to 48 hrs.

• Weekly recaps and updates tend to be posted via the OWL Announcements tool

• Students should feel free to post all course-related questions and discussion on the discussion forum so that everyone can access answers to questions

Professionalism and Privacy

• Western students are expected to follow the Student Code of Conduct. Additionally, the following expectations and professional conduct apply to this course:

• The use of electronic devices during class time must be for matters relating to the course. Please ensure to switch off all mobile phones and to not take phone or video calls during the synchronous lectures/class time. In the event of a shift to online lectures, the same policy applies

• Where activity takes place online, students are expected to follow online etiquette expectations provided on OWL

• All course materials created by the instructor(s) are copyrighted and cannot be sold/shared

• Audio and video recordings (of lectures and meetings [in-person and on Zoom]) are not permitted. Exceptions apply only where recording is an approved accommodation or the participant has the prior written permission of the instructor

• Permitted recordings are not to be distributed

• All recorded sessions will remain within the course site or unlisted if streamed

• Please contact the instructor if you have any concerns relating to the recording of sessions

How to Be Successful in this Course

Students enrolled in this course should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.

2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.

3. Follow the weekly checklists created on OWL or create your own to help you stay on track.

4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a Word document will help you learn more effectively than just reading or watching the videos.

5. Complete and think carefully about the questions provided for the assigned material. These will help you stay focused on what is relevant and are designed to stimulate productive thinking.

6. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.

7. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor.

8. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

9. FIMS Undergraduate Services (fims@uwo.ca) and Western Student Experience are resources to help students succeed.

Notes on the Ongoing Covid-19 Pandemic

The University has declared that classes will be in-person until further notice. Only the University – and neither instructors nor departments and faculties – can dictate policy to do with the return to online/remote learning. There is currently a mask mandate in effect, which means that students are 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. 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.

In the event of a shift to online lectures, all course content, work, and assessments will remain the same.

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 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 required 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

Academic Accommodation
Students with disabilities work with Accessible Education (AE) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

Medical Consideration
Students who have medical grounds for academic consideration for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty (for FIMS students this is Undergraduate Student Services).

Students are required to provided

documentation in the form of a Student Medical Certificate. It will be the Dean's Office that will determine if consideration is warranted.

For work worth less than 10% of the final grade, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or during office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

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 must be submitted to the Academic Counselling office of a student's home Faculty.**

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor.

If you have been involved in a severe accident, fire, or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

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 Advisor. Additional information is given in the Western Academic Calendar.

Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, you will find information about support services for survivors, including emergency contacts, here. The gender-based violence and survivor support case managers are located in Thames Hall (3114-3127 office suite.) To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Support Services

Students who are in emotional/mental distress should refer to Health and Wellness for a complete list of supports.

FIMS Grading Policy

FIMS Undergraduate programs now have the following class average policy: *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%. *Second year required courses* (MIT 2000, 2025, 2100, 2200, 2500) are expected to have a course average between 70 and 75%. The *third year required* (MIT 3100) is expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

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.