

Critical Perspectives in Advertising
MIT 3206G
Winter 2023

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Virtual Office Hours: Tuesday 6:00 – 7:00 pm or by appointment.

Course Materials:

All course readings are posted online in the Resources folder with links to these in Lessons for each week.

Course Description:

As products and services proliferate in an ever-expanding global economy, the theatre of consumption becomes more complex and varied. The competition for segments of the consumer market intensifies and this spawns communication strategies and tactics which range from the very creative to the seemingly questionable. This course will examine some of the issues that arise from the commercial – and sometimes non-commercial – activities that mark our capitalist economy. Topics include structure and symbolism in advertising, the socio-economic and political power of advertising, the links between advertising and conspicuous consumption, the perpetuation of stereotypes and other promises and perils pertaining to this marketing machine.

Course Objectives:

1. To critically examine issues in advertising such as the perpetuation of conspicuous consumption, stereotyping and other social biases, as well as the utility of this marketing device to our social order;
2. To develop a deeper understanding of the diverse impacts of advertising as well as the ability to read and assess the subtext underlining advertising messages;
3. To cultivate an appreciation for the positive aspects of this phenomenon and a discerning eye for its pitfalls;
4. To use the skills mentioned above to conceptualize and develop campaign ideas for socially-conscious and appropriate advertising messages;
5. In essence, to develop keener insights into the advertising and marketing world so you may become more thoughtful consumers and producers of marketing communication and services.

Evaluation Criteria:

Critique: 10%

Mid-term research paper and proposal: 45%

Team project: 20%

Discussion facilitation and weekend report: 10%
Discussion participation: 15%

Assignments:

Critique

Pick a topic from any of the social issues in advertising of interest to you and write a brief critique on it. The critique – **3 to 4 pages, double-spaced** – should introduce the topic you select, identify salient issues related to it and present a critical analysis of its relevance and influence on society. Sample topics: advertising's social role (you can narrow this down further and choose a specific role), the intrusiveness of mobile marketing, pros and cons of negative political advertising, mind games in advertising, advertising directed at children, issues with product placement, etc. There is one requirement for this exercise: the paper should not be purely speculative; you should **cite at least five sources to support your contentions, three of which should be academic (peer refereed journals or books)**. You can cite the readings for this course or relevant articles/theories you may have encountered elsewhere.

Note: University websites and trade journals such as Ad Age and Adweek are not academic sources.

The critique is due by **midnight of Sunday, February 5th**.

Research Paper

The purpose of this paper is to give you an opportunity to read further on a topic of interest to you, and to gain more experience in writing an academic paper. You can choose to write on either a topic covered in the course or one that is relevant to the subject matter covered in the course. You could also expand on the topic you had chosen for your critique. The suggested length for the paper is **8 pages, double-spaced**. To ensure that you are on the right track, you are expected to turn in a proposal for the paper, details for which are given below.

The paper should be based on in-depth research. Familiarity with the literature on your chosen topic is expected and this component – the review of pertinent research and analysis – will carry the maximum weight in terms of points. You do not have to summarize the articles and books you read (this is not an annotated bibliography); use concepts and research evidence from your sources to support the arguments you offer in your paper. The paper will be graded on the following components: introduction and background information on the topic, including definition of main concepts, if needed (25 points), a review and analysis of literature available on the topic (50 points), and conclusion (15 points). The paper should contain a complete bibliography, preferably following either the APA (American Psychological Association) or MLA (Modern Language Association) style and proper attention should be paid to in-text citations, with due attribution to all sources quoted or summarized.

The paper is due by midnight on **Sunday, March 5th**.

Research Paper Proposal:

To ensure that you are on track and working in the right direction, you will submit a brief proposal and outline for the research paper. This proposal should begin with a statement of purpose or intent (the thesis for the paper) and also include details on the scope of the paper in the form of an outline. The suggested length for the proposal is **3 pages double-spaced** and it will be **worth 10% of the grade for the research paper**.

The proposal is due by midnight, **Sunday, February 12th**.

Team Project

You will work on this project with one other individual in the class unless we have an odd number, in which case, one of the teams will have three members. The objective of the team project will be the assessment and **critique of a TV/YouTube commercial or campaign (pick one which merits some form of social critique)** with the intent of revamping it to make it more effective as a communication device and more appropriate for its target market. The project will consist of the following **two phases**:

1. Identification of an existing advertising commercial or campaign on any social issue which you believe could be improved, and gathering of information regarding the objectives for the commercial/campaign, the intended target market and the strategy adopted to attain the objectives. Focus on a single commercial may be the simpler route to take. A brief proposal (**3 pages, double-spaced**) will be submitted at this point, providing pertinent background information on the advertiser (size of the organization and position in the market compared to its competitors, its product line), the intended target market and the assumed objectives and strategies underlining the commercial or campaign. **No suggestions for changes to the commercial are expected at this point.** This part of the project counts for **10%** of the grade.

The proposal is due by midnight on **Sunday, March 12th**.

2. A final report on the revised commercial/campaign with recommended changes will be due on the last day of class. This report will have the following elements: a brief recap on the advertiser and commercial/campaign, changes in objectives and strategy (and target market, if necessary) or just changes in the message or commercial if the other elements are considered appropriate for the product/service selected, a rationale for suggested changes focused on objectives, strategy and design, and recommended media vehicles (this last will

obviously impact design and format of communication). The written report, about **8-9 pages in length, double-spaced** carries **90%** of the grade for the project. 15% of this grade will be allocated to a PowerPoint or Prezi presentation/storyboard, details for which will be available in a rubric on the project posted in Resources.

To ensure that you are on track and to get some feedback on the assignment, a rough draft of the team project can be submitted by midnight on **March 26th**. This step is optional but will help keep you on track. I will return the drafts by **April 1st**.

The final team project report and presentation slides are due by midnight on **Monday, April 10th**.

Discussion Facilitation and Week-end Report

From week 2 onward, the class will be split into two groups to make interactions a little more manageable. For this particular assignment, a student – and sometimes two – from each group will be selected to facilitate the class discussion and at the end of the week (by Sunday night or Monday morning) post the highlights and review of the week's discussion. This will not only give us an overview of salient points that cropped up during the week, but also catch any items which were missed (these topics can then be discussed the following week or brought up in the Open Forum at the end of the course).

This component is worth 10% of your total grade.

Discussion Participation

Questions will be set for every week's discussion based on the assigned readings for the week. Students are expected to post a response to the discussion question, addressing all the issues identified. This initial post should be up latest by **Wednesday night** so that others may have the opportunity to engage with your response. I will log in at least **twice a week** to post comments and questions, and a similar frequency is expected from you. Participation in the discussions will be tracked on a weekly basis (you are allowed one week off without losing any points). This component carries a significant portion of your grade, so consistent participation through the course is advisable.

Some guidelines on participation:

- Critique the assigned readings and offer constructive comments or suggestions, or alternative perspectives which are well supported;
- Add new information, insights, arguments or theories rather than just regurgitate information in the article;
- Make pertinent connections between other group members' contributions to the discussion in a manner that would add to the group's knowledge

base.

About **3 postings a week is a rough guideline**, which would include a response to the discussion question for the week and comments or questions on other student responses, though comments such as “I agree” and “great thought” will not be counted. Quality trumps quantity, so post thoughtful responses and avoid long, meandering posts which are not likely to be read by your classmates.

The discussion for each week will run from Monday to Saturday (we will take Sunday off to re-group and get ready for the next week), with **Saturday, midnight as the cut-off point for a week’s discussion for grading purposes** (you may continue the dialogue if it is engaging, but it will not be graded). **This component is worth 15% of your grade for the course.**

In week four, I will post feedback on your participation to give you an idea of how I grade this component. In calculating the final grade for participation at the end of the semester, I take a more holistic approach and, as mentioned earlier, the quality of your postings will weigh more than the length.

Note: More details on all assignments will be posted in the Resources folder under Guidelines for Assignments.

There is no extra credit for this course.

If you have any questions or concerns, please email me at my UWO account (ygopal@uwo.ca) or you may post these in the forum unit titled Coffee House under “Queries”.

Late submission of assignments:

Late submission of assignments will be penalized unless an extension has been requested prior to due date based on extenuating circumstances. **2% of the grade for the assignment will be deducted for each day beyond the submission deadline and assignments will not be accepted seven days after the due date.**

For late submissions due to extenuating circumstances, please check the Dean’s note below for specifications.

Class Schedule:

Week 1 (Jan 9 - 14): Introduction to a branded world

Verlegh, P.W. J., Bernritter, S.F., Gruber, V., Schartman, N., and Sotgiu, F. (2021). “Don’t Worry, We Are Here For You”: Brands as external source of control during the Covid-19 pandemic, *Journal of Advertising*, 50(3): 262–270.

Klein, N. (2000). *New Branded World. No Logo: Taking Aim at the Brand Bullies*, Toronto: Vantage Canada, 3-26.

Suggested: *The Corporation* by Mark Achbar and Jennifer Abbott (<https://www.youtube.com/watch?v=zpQYsk-8dWg>) and its sequel *The New Corporation*: <https://www.youtube.com/watch?v=gPcHjF8RmYY>. These are worth watching and the segment on Advertising (1:03:25) in the first is especially relevant, even though somewhat dated.

Activities: *Familiarize yourself with the course website and read the assigned articles.*

Also, introduce yourself to the class by posting a brief note in the Coffee House under "Welcome."

*Reminder: Please post your response to the discussion question latest by **Wednesday night**. You are also expected to log on at least **twice a week** to respond to queries addressed to you and to post comments and questions for at least two of your group members. This not only keeps the discussion alive but gives us access to your valuable insights.*

Week 2 (Jan 16 – 21): Socio-economic effects of advertising

Laurie, S., Mortimer, K. and Beard, F. (2018). Has advertising lost its meaning? Views of UK and US millennials, *Journal of Promotion Management*, 1-18.
DOI: [10.1080/10496491.2018.1536623](https://doi.org/10.1080/10496491.2018.1536623)

Ritzer, G. (2000). Obscene from Any Angle: Fast Food, Credit Cards, Casinos and Consumers, *Third Text*, 14(51):17-28.

Activities: *Read the assigned articles and the note on the topic and join the discussion.*

Week 3 (Jan 23 – 28): Tenuous links or strong impacts?

Duff, B.R.L. and Segijn, C.M. (2019). Advertising in a media multitasking era: Considerations and future directions. *Journal of Advertising*, 48(1): 27-37.
Ramsay, T. Z. (2019). Building a foundation for neuromarketing and consumer neuroscience research, *Journal of Advertising Research*, 59(3): 281-294.

Activities: *Read the assigned articles and join the discussion. Work on your first critique which is due at the end of week 4. You should also pick a topic for your research paper and finalise your thesis for it.*

Week 4 (Jan 30– Feb 4): Enculturation through advertising

Vijayalakshmi, A., Lin, M., and Laczniak, R.N. (2020). Evaluating adolescents' responses to Internet ads: Role of ad skepticism, internet literacy, and parental mediation, *Journal of Advertising*, 49(3): 292-308.

Deuze, M. (2016). Living in media and the future of advertising, *Journal of Advertising*, 45(3): 326-333.

Activities: Read the assigned articles and join the discussion. Also, remember to **post your critique by midnight on Sunday, February 5th**. There is no penalty for assignments posted a few minutes late, but you will lose points for those posted after 1:00 am.

Week 5 (Feb 6 – 11): New channels of persuasion

Willemsen, L.M., Mazerant, K., Kamphuis, A. and van der Veen, G. (2019). Let's Get Real (Time)! The potential of real-time marketing to catalyze the sharing of brand messages, *International Journal of Advertising*, 37(5): 828-848. DOI: 10.1080/02650487.2018.1485214.

Levy, S. and Gvili, Y. (2014). How credible is e-Word of mouth across digital-marketing channels: The roles of social capital, information richness and interactivity, *Journal of Advertising Research*, 55(1): 95-109.

Activities: Read the assigned articles and join the discussion. Work on your research paper proposal and make sure you have found yourself a team partner by the end of this week.

Post your proposal for the research paper in Assignments by midnight on Sunday, February 12th.

Week 6 (Feb 13 – 17): Strategies for a global market

Sinclair, J. (2020). Cracking under pressure: current trends in the global advertising industry, *Media International Australia*, 174(1): 3-16.

Kaynak, E. and Kara, A. (2013). Reinforcing cultural identity by appealing to local cultural cues: National identity formation and consumption in high context cultures, *Journal of Promotion Management*, 19(1): 86-113.

Activities: Read the assigned articles and join the discussion. Work on your research paper and begin research on your team project.

Reading break: February 18th to 26th

Week 7 (Feb 27 – Mar 4): Ushering social change

Paulin, M., Ferguson, R.J., Jost, N. and Fallu, J.M. (2014). Motivating millennials to engage in charitable causes through social media, *Journal of Service Management*, 35(3): 334-348.

Peaverini, P. (2014). Environmental issues in unconventional social advertising: a semiotic perspective, *Semiotica*, 199: 219-246.

Activities: *Read the assigned articles and join the discussion. Also, please post your research paper in the Assignments folder by midnight of Sunday, March 5th.*

Week 8 (Mar 6 – 11): Advertising and accountability

Nadeem, W., Juntunen, M., Hajli, N., and Tajvidi, M. (2019). The role of ethical perceptions in consumers' participation and value co-creation on sharing economy platforms, *Journal of Business Ethics*, 169 (421-441).

Basil, D.Z. and Erlandson, J. (2008). Corporate social responsibility website representations: A longitudinal study of internal and external self-presentations, *Journal of Marketing Communications*, 14(2): 125-137.

Activities: *Read the assigned article and join the discussion. Finalize work on your team project proposal and post it in the Assignments folder by midnight of Sunday, March 12th.*

Week 9 (Mar 13 – 18): Political advertising and the politics of advertising

Marland, A. and Wagner, A. (2020). Scripted messengers: How party discipline and branding turn election candidates and legislators into brand ambassadors, *Journal of Political Marketing*, 19: 54-73.

Baines, P.B. and O'Shaughnessy, N.J. (2014). Political marketing and propaganda: Uses, abuses and misuses, *Journal of Political Marketing*, 13(1-2): 1-18.

Activities: *Read the assigned articles and join the discussion. Work on your team project report.*

Week 10 (Mar 20 – 25): Ethical issues and consumer reactions

Richardson-Greenfield, P. and La Ferle, C. (2021). Insights about the ethical and moral state of advertising practitioners, *Journal of Current Issues and Research in Advertising*, 42(2): 197-213.

Fransen, M.L., Verlegh, P.W.J., Kirmani, A. and Smit, E.G. (2015). A typology of consumer strategies for resisting advertising, and a review of mechanisms for countering them, *International Journal of Advertising*, 34(1): 6-16.

*Activities: Read the assigned articles and join the discussion. **Also, if you would like feedback on your project report, submit a draft by midnight, March 26th.***

Week 11 (Mar 27 – Apr 1): Reflections on advertising

Lee, H. and Cho, C-H. (2020). Digital advertising: present and future prospects. *International Journal of Advertising*, 39(30): 332-341.

Ciochetto, L. (2011). Advertising and value formation: The power of multinational companies, *Current Sociology*, 59(2): 173-185.

Activities: Read the articles and join the discussion. Work on your team project report.

Week 12 (Apr 3 – 8): Open forum

*This forum will be open to both groups. You can post comments and questions that pique your curiosity and which may not have been addressed during the course of the semester. This is a true free for all. **The forum is not graded.***

Also, use this time to put finishing touches on your team projects and presentations which are due by Monday April 10th.

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2023

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.

SUPPORT SERVICES - LINKS

[FIMS UGSS](#): *academic advising; career services*

[Psychological Services](#): *Information about accessing mental health supports*

[Medical Services](#): *Student health related services*

[Office of the Registrar](#): *Financial Information, Timetable, Exam Schedules, Academic Calendar Information*

[Academic Support and Engagement](#): *Central Academic Supports, including Writing Centre, Learning Development, Transition and Leadership Supports, and Careers and Experience*

[Accessible Education](#): *Assessment and recommendations for students with disabilities*

[Accessibility Information](#): *Information to help support barrier free access, including floor plans, accessible washroom locations, service disruptions etc.*

[Indigenous Student Services](#): *Includes information about financial support, indigenous self-identification, orientation, and tutor support*

[Western International](#): *Information and support for international students and students seeking to go on exchange*

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.