

**MIT 3833G: ARTS AND ENTERTAINMENT JOURNALISM  
COURSE OUTLINE FOR WINTER 2023  
CONTACT INFORMATION**

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**COURSE OVERVIEW AND IMPORTANT DATES**

Course delivery with respect to the COVID-19 pandemic

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely 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 remaining assessments will also 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>

When we meet in person, face-to-face classes will be on Fridays from 9:30 a.m. to 12:30 p.m. in UC-1105.

If we shift to online, we will meet on Zoom on Fridays from 9:30 a.m. to 12:30 p.m. I will send out a link before each Friday class.

NOTE: This is NOT a hybrid course. When we are online, we are online. When we are in person, we are in person. When it is online, the requirements and expectations for the course do not change depending on where the student is located.

The semester starts January 9, reading week is February 18 to February 26, and the semester ends April 10. There is no exam for this course.

March 7: Last day to drop a second term half-course without academic penalty

The grading scheme will NOT change if and when the university instructs us to shift between the two modes. Any remaining assessments will also be conducted online as determined by the course instructor.

Office hours: I won't be maintaining an office with regular office hours on campus this semester, for my protection and yours.

Virtual office hours: I check my UWO e-mail frequently, so contact me by e-mail and I will get back to you as quickly as possible. I can often give you very precise feedback by e-mail in a short time. If you need additional guidance, we can also arrange a one-one-one virtual session on Zoom if that's what you require. These sessions will be recorded for my own records.

## **TECHNICAL REQUIREMENTS**

You will need a laptop or desktop, a stable internet connection and a webcam. You will need access to your Western email account.

NOTE: YOU WILL ALSO NEED ACCESS TO A TELEVISION FOR THE AWARDS SHOW ASSIGNMENT, WHICH IS BASED ON THE NETWORK TELECAST, NOT ANY WEBCAST YOU MIGHT FIND ONLINE. IF YOU DO NOT HAVE ACCESS TO A TELEVISION, YOU WILL NOT BE ABLE TO DO THE ASSIGNMENT. YOU MUST HAVE ACCESS TO A TV TO COMPLETE THIS COURSE. IF GETTING ACCESS TO A TV IS GOING TO BE A HARDSHIP, YOU SHOULD RE-THINK YOUR DECISION TO TAKE THIS COURSE. IT IS UP TO STUDENTS TO SECURE ACCESS TO A TV FOR THE AWARDS-SHOW ASSIGNMENT, THIS WILL NOT BE PROVIDED FOR YOU.

## **MASKING**

Students will be expected to wear triple-layer non-medical masks at all time 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.

## **RESOURCES**

All resources, such as weekly readings, will be posted in Owl. Every week, I will send out an OWL announcement with links to that week's readings, or the readings themselves pasted in the announcement.

## **COURSE DESCRIPTION AND DESIGN**

The goal of this course is to give students an overview of the types of stories -- such as features, columns and reviews -- they will write as arts journalists working at a newspaper or website.

Each week, we will look at several sample pieces written by working arts reporters and discuss which journalistic strategies should be emulated or avoided.

Class members will be responsible for doing the readings in advance for each class. These readings will be posted via OWL. It's your responsibility to become familiar with these readings so our time together each week is fruitful; being an informed participant in class will be vital to the success of this course, as well as to your enjoyment of the topics covered.

Attendance in each in-person or Zoom class is MANDATORY. IF YOU MISS A CLASS FOR ANY REASON, YOU ARE RESPONSIBLE FOR MAKING UP THE MATERIAL. I strongly urge you to have a "study buddy" who can share their notes with you. WHETHER FACE-TO-FACE OR ONLINE, I TEACH EACH CLASS ONLY ONCE.

NOTE: Class members are expected to keep themselves informed about the world of arts and entertainment for the duration of the course. You should be familiar with the most important arts stories of the day in North America to get the most out of our time together. For purposes of our discussions, you are expected to be arts EXPERTS. A lot can happen in a week, and each class will begin with a review of the stories from the previous week.

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

### **FIMS PREREQUISITE STATEMENT**

Unless you have either the prerequisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisites: None

### **LEARNING OUTCOMES**

Each week, we will look at several sample pieces written by working arts reporters and discuss which journalistic strategies should be emulated or avoided.

Students who complete this course:

- \*will understand the mechanics of writing various types of arts stories
- \*will be able to generate original ideas for arts and entertainment stories
- \*will recognize the arts angle in any story
- \*will be adept at making convincing pitches to editors
- \*will develop strategies for countering the difficult conditions under which entertainment interviews often occur
- \*will grasp how the arts and entertainment section of a newspaper or website functions
- \*will have an understanding of the ethical pitfalls of working within the entertainment industry

### **COURSE OBJECTIVES**

Using real-life examples as a template and our own discussions as a springboard, students will produce a number of their own stories in order to (a) gain as much arts- writing experience as possible and (b) develop a personal theory of arts journalism.

The emphasis will be on learning how arts and entertainment stories are constructed, but to support this goal we will also discuss a number of related topics, including but not limited to (a) generating story ideas, (b) interviewing strategies, (c) pitching story ideas to editors, and (d) ethical problems specific to arts journalism.

### **SCHEDULE OF CLASSES, TOPICS COVERED AND ASSIGNMENTS**

#### **Week 1: January 13**

Check-in session; go over course outline

#### **Week 2: January 20**

Introduction to arts and entertainment journalism; generating story ideas: What is an arts hook?

**Week 3: January 27**

Writing reviews

**Week 4: February 3**

Writing columns

**Week 5: February 10**

Writing “found” stories

Review/column assignment due

**Week 6: February 17**

Writing trend pieces; spotting trends; finding experts.

**Week 7: February 24**

Reading week/no class

**Week 8: March 3**

Writing advancers

Found story/trend story due

**Week 9: March 10**

Covering awards shows; writing hard news; dealing with impossible deadlines

\*March March 12 2023\*

Sunday, March 12 Academy Awards broadcast: Students will cover the Academy Awards telecast off television, with the story to be turned in the next morning (Monday, March 13), by 9 a.m. The broadcast airs on ABC.

Be prepared to set aside the evening of March 12 to complete this assignment; this will be a “live” assignment done on a tight deadline and you will need access to a television to complete this assignment (see technical requirements). NOTE: This assignment is based on the telecast, NOT any webcast you might find online SO YOU WILL NEED ACCESS TO A TELEVISION. IF YOU DO NOT HAVE ACCESS TO A TELEVISION ON THE EVENING OF March 12, YOU WILL NOT BE ABLE TO DO THIS ASSIGNMENT.

**Week 10: March 17**

Writing profiles

**Week 11: March 24**

Getting access to celebrities; interviewing celebrities; doing 20-minute interviews

Ethics

**Week 12: March 31**

How to get a job; career advice

**Week 13: April 7**

Good Friday, no class

Profile assignment due

NOTE: The topics to be discussed may change, depending on what big stories break during the semester. Whenever possible, I will give the class advance warning as circumstances warrant. Remember, you are expected to be familiar with all the big stories that break this semester because that’s where your story ideas for your assignments are going to come from.

**HOW YOU WILL BE GRADED**

Your final grade will be determined as follows:

**Participation:** worth 10 per cent of final grade (although attendance in in-person and online classes is mandatory, this is NOT an attendance mark; see remarks on participation criteria below)

**Review or column assignment:** worth 20 per cent of final grade; February 10

**Found story/trend piece:** worth 20 per cent of final grade; due March 3

**Awards show assignment:** worth 20 per cent of final grade; Due March 13, 9 a.m., the morning after the Academy Awards broadcast on ABC.

Be prepared to set aside the evening of March 12 to complete this assignment; this will be a “live” assignment done on a real deadline and you will need access to a television.

**Profile:** worth 30 per cent of final grade; due April 7.

These are the assignments. \*THERE IS NO “EXTRA CREDIT.”\*

Individual assignment sheets for the four assignments this semester will be sent out as announcements on Owl well before the due date. They will outline the requirements for each paper and specify such details as word count.

NOTE: Every story written for this course must have an identifiable arts hook or peg. You must pitch me. This is not optional. That is, you must get your topic and list of interview subjects approved BEFORE you begin writing. This can be done by sending me an e-mail. As we will discuss, pitches need not be elaborate and should be as pointed as possible (eg. “I want to write a review of . . . which is newsworthy now because . . .”) Remember these assignments are not essays, they are journalistic stories; do NOT submit ANY of these in a Q-and-A format assignment.

\*I WILL NOT ACCEPT ASSIGNMENTS THAT HAVE NOT BEEN PITCHED AND APPROVED BEFORE YOU START WRITING\*

Before each assignment is due, I will post an OWL announcement summarizing the specific requirements, including a reminder of the due date, word count, and other details.

Late policy: Assignments are due at the beginning of class. A paper that is one day late will receive a 10 per cent penalty. This increases to 20 per cent on the second day and 30 per cent on the third. Papers more than three days late will not be accepted and will receive a mark of 0.

Cooling-off period: Once each of the graded assignments is returned to the class, I will not discuss your performance on that paper for 24 hours to give you time to absorb and understand the remarks I have made.

## **PARTICIPATION AND ENGAGEMENT**

The participation criteria:

Grade range

100-90: You always participate in depth, offering insightful comments on the assigned readings; you participate every week. This is a student who uses every tool available for participation and is a leader in the class.

80-90: You speak every week, make significant contributions most weeks, and clearly know the readings.

70-80: You usually participate in depth using the tools available and know the readings, but are silent some of the time.

60-70: You make at least one relevant brief attempt at contributing to our discussions each week.

50-60: You make a relevant brief attempt at contributing most weeks.

40-50: You make a few brief attempts at contributing and are silent most of the time

Below 40: You never contribute OR I don't have any idea who you are OR you don't pay attention during our time together. As such, you will be considered MENTALLY ABSENT.

Attendance in class is MANDATORY each Friday, whether we are meeting in person or online.

For the first class missed, 5% will be deducted from the student's participation grade. For the second class missed, 10% will be deducted from the student's participation grade. And so on, at a rate of an additional 5% per class missed

NOTE: THE PARTICIPATION PORTION OF YOUR FINAL GRADE IS NOT AN ATTENDANCE MARK.

Please don't confuse the two. Participation is not important as an end in itself; it's important to the extent that being present – either online or in person -- is a prerequisite to participating in our discussions.

If you are uncomfortable contributing in class and sharing your thoughts, you should re- think your decision to take this course. By not participating, you deny not only yourself a chance to learn, but you also deny your classmates the opportunity to learn from you. This course is based on a weekly discussion model, whether in-person or online, so participation is crucial.

## **COMMUNICATION**

Students should check the OWL site frequently, at least every 24-48 hours.

Students should email me at [dbrown84@uwo.ca](mailto:dbrown84@uwo.ca) with any questions they have if they aren't resolved in class.

Email will be monitored daily; students will receive a response within 24-48 hours.

## **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:

Recordings (audio or video) of classes are not permitted without explicit permission.

Permitted recordings are not to be distributed.

Students may be expected to take an academic integrity pledge before some assessments.

If you want to quote me in a story of your own, you need to do a proper interview as a professional journalist does, getting my permission first as you would any interview subject after explaining the purpose of the piece. If you quote me from class without my permission or out of context, that may be considered an academic offence.

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](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 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. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

NOTE: Students are also forbidden, under any circumstances, from fabricating quotes, sources or details in the articles they write. If a student is found to have fabricated ANY part of an assignment, that assignment will receive an automatic grade of 0. Such fabrications will be considered a serious academic offence and will jeopardize your status in the program. Possible punishments include a grade of 0 for the course and removal from the program.

NOTE ON QUOTES: Scalping of quotations from other sources is prohibited. Scalping is taking quotations from interviews conducted by other reporters and passing them off as your own, therefore the quotations you use in your assignments MUST BE FROM YOUR OWN INTERVIEWS.

If the quotes in an assignment are in question, be prepared to produce recordings of your interviews (either audio or video), the notes you took during the interview and a list of your questions. IN OTHER WORDS, KEEP A DETAILED RECORD OF YOUR INTERVIEWS. For the assignments in this course, you are NOT permitted to interview family members.

If you are having any difficulties determining what may be considered plagiarism or inappropriate use of source material, please come and discuss the matter with me before including such details in a story.

## **HOW TO BE SUCCESSFUL IN THIS COURSE**

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

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.

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

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

Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading the readings. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.

DO NOT BE AFRAID TO ASK QUESTIONS If you are struggling with a topic, contact me with your queries.

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

The students who have had success in this course in the past are the ones who attend classes, do the assigned readings, participate in class discussions, take writing feedback seriously, and keep themselves informed about the world of entertainment for the duration of the semester. FIMS Undergraduate Services ([fims@uwo.ca](mailto:fims@uwo.ca)) and [Western Student Experience](#) are resources to help students succeed.

Don't forget you are expected as a member of this class to keep yourself updated on the big arts and entertainment stories of the day. This is not a theoretical concern; if you don't, your story pitches will suffer.

### **SUGGESTED RESOURCES**

Some suggested sources to keep up with the events in the arts world during the semester:

Arts Journal, found at [artsjournal.com](http://artsjournal.com)

Slate magazine, found at [slate.com](http://slate.com), especially the Culture section

The BBC's website, [BBC.com](http://BBC.com), especially the Arts and Entertainment section

CBC.ca, especially the arts section

CTVNews.ca, especially the entertainment section

Eonline.com

The Hollywood Reporter, found at [hollywoodreporter.com](http://hollywoodreporter.com)

The Internet Movie Database [imdb.com](http://imdb.com) – good starting point for research on movies

The London Free Press at [lfpress.com](http://lfpress.com), particularly the Arts section (in print it's called the YOU section)

Politico.com often has very good cultural coverage

Rolling Stone, found at [rollingstone.com](http://rollingstone.com)

USA Today at [usatoday.com](http://usatoday.com), the entertainment section

National Post at [nationalpost.com](http://nationalpost.com) (in print the Arts & Life section)

The Toronto Star

Variety Magazine, found at [variety.com](http://variety.com)

Television shows such as TMZ, etalk, Extra, and Access Hollywood are primarily sources of celebrity gossip, but they may spark story ideas.

### **ABSENCES**

Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation if they have a medical issue during the semester.

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 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](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.



# 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](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](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](mailto: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 4<sup>th</sup> 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.