

**The University of Western Ontario**  
**Faculty of Information and Media Studies**  
**DIGICOMM 2311G 001 – Special Topics in DC:**  
**Writing Across Digital Media Platforms**  
**Course Outline, Winter 2022-2023**

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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 in the subject field of all e-communications)

Office Hours: Tuesdays 10am-12pm, in-person (email to make alternate arrangements)

### **Class Schedule/Information**

Lecture times: Tuesdays 1:30-4:30pm

Location: AHB-2B04

(In the event of a return to remote learning due to the ongoing pandemic, lectures will be conducted online in a synchronous format)

Course site URL: <https://owl.uwo.ca/portal/site/70b0c311-16bb-4a33-aafd-4ac98a896170/page/4f80a4ac-1160-4e17-afe5-6a540511a61e?sakai.state.reset=true>

Note: There is no separate tutorial for this course.

*This semester the lectures are in-person and there are 12, from Jan.9<sup>th</sup> to Apr.2<sup>nd</sup> (no lecture on Feb.20<sup>th</sup> [Spring Reading Week]).*

### **Health Emergency Contingency**

In the event of a health emergency, during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining 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. If university policy and public health directives necessitate additional measures to manage the spread of disease, students may be required to resume masking in instructional spaces. Students who are unable to wear a mask for medical reasons should seek accommodation through [Accessible Education](#).

## 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 learn about and engage in digital, multimodal composition and communication to develop a critical awareness of: digital platforms and their affordances, the nature and stakes of writing and interacting with others in digital spaces, and how digital selfhood gets performed and interpreted and entails certain kinds of social implications.

A note on the course format: The course content for DC2311 is posted on the course website, with which students are expected to engage on their own time and in preparation for the weekly lectures. Lectures are participatory in nature and occasionally feature workshop activities. On two occasions the lectures take the form of digital writing labs. The labs are collaborative writing-based sessions, informed by course content and opportunities for students to apply the course content and 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 be able to:

- Be able to reflect critically on digital writing (both processes of writing and the writing itself) and new media technologies and environments and 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 your own writing practice
- Possess a sophisticated understanding of: what defines digitality, a digital platform, writing, text, and media and how platforms, writing/text, and media connect and interact in various ways
- 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

## Methods of Evaluation

*Digital Writing Labs (x2)*

25%

**Due: Feb.12<sup>th</sup> (10%) and Mar.25<sup>th</sup> (15%)**

These are short collaborative digital writing projects based on a prompt that provides students with an opportunity to embody the course content in a practical creative project. Workshops will be scheduled during lecture time to enable students to orientate themselves to the labs (form groups, find focus, and generate ideas) and the lab work will be evolved during dedicated sessions (see dates above) and completed and submitted on the Monday following the relevant lab.

Wiki 20%  
**Due: Rolling Due Dates**

Students contribute regularly to the course Wiki, an interactive writing space which prompts students to use digital writing to further explore the course content and to generate ideas for the Labs and Final Project.

Final Project Proposal 15%  
**Due: Feb. 26<sup>th</sup>**

Students work with the course content to develop a detailed description of an idea and an organized plan of work for the final project. The feedback returned will be essential for realizing the final project.

Final Project 25%  
**Due: Apr. 8<sup>th</sup>**

This creative and critical digital writing and design project provides students with an opportunity to remix previous work from the Digital Writing Labs and workshopping completed during lectures. Suggestions/options will be provided; however, students are encouraged to determine a topic and direction based on their experience of the course and expected, furthermore, to produce work that demonstrates both understanding of course content and skill acquisition.

Participation 15%

The participation grade breaks down into 10pts.—1pt. per lecture for physical attendance \*and\* consistently active and respectful engagement in the sessions—and 5pts. for legitimate collaboration and contribution to the lab work and Wiki. *Please note that participation consists of more than simply attending the lectures and labs and writing into the Wiki.*

### **Evaluation: Policies and Procedures**

- Detailed instructions and guidelines for each assignment are provided on the course website, along with grading rubrics where relevant, or will be at least 2 weeks prior to the due date. These will also be taken up during lectures in the weeks leading up to each assignment due date
- Submissions for the core assessments are always due at 23:55 on the relevant Monday and in electronic form, uploaded to the course website via the “Assignments” tool. Please do not email submissions to your instructor unless asked to do so or without first securing the instructor’s approval. In cases where submissions are digital and consist of files too large to be uploaded to the course site, consult with the instructor to determine a method of submission
- All written work *must* be submitted in an Office Libre or Word document (**strictly no PDFs**). Submissions must also include a complete and correctly formatted title page and page numbers.
- Submitted work will be evaluated by the instructor
- Preparatory tasks and/or questions may occasionally be disseminated several days to a week prior to the lectures and tutorials; 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)

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. 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 syllabus. The following chart lists the rubric for FIMS undergraduate grading.

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

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.7<sup>th</sup>). Students can find details about this academic policy here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](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.

### **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 assessments worth 10% or less, students should contact the instructor directly instead of referring to the Academic Advising unit in their Faculty

### **Statement about the Use of Generative AI Technology in this Class**

Students in this class are reminded that plagiarism – using another's work, ideas, or words without giving credit – is a serious scholastic offence. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own. **Students who use AI-content generators (such as ChatGPT) to complete assignments without attribution or permission from the instructor are committing a scholastic offence.**

Should a concern about plagiarism arise, instructors may require the student to share their rough work, research notes, or previous drafts. Students are advised to retain these materials until the graded assignment is returned.

### **Course Materials**

There is no textbook for this course. There are 8 required readings, access to which is provided on this course website. There will also occasionally be in-class viewings and/or readings; no preparation is needed for these and they will be posted on the course website either just before of following lectures.

All course content 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. Any additional supplementary readings/viewings made available along the way will be optional. Only assignments appearing in the “Assignments” tool on the course website will be evaluated and returned with feedback.

### **Technical requirements to participate in the course**

- Stable internet connection
- Laptop or computer
- Working microphone
- Working webcam

### **Statement on Electronic Devices**

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 not take phone or video calls during the lecture time. In the event of a shift to online lectures, the same policy applies.

### **Course Content and Schedule**

#### Assigned Readings

- 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.
- Gillespie, Tarlton. 2010. “The Politics of ‘Platforms’.” *New Media & Society* 12(3): 347–364. <https://doi.org/10.1177/1461444809342738>.
- Hamilton, Amber M. 2020. “A Genealogy of Critical Race and Digital Studies: Past, Present, and Future.” *Sociology of Race and Ethnicity* 6(3): 292–301. <https://doi.org/10.1177/2332649220922577>.
- Hurley, Zoe. 2023. “Signs of #self: A Peircean Semiotic Framework for Theorizing Self-(Re)presentations on Instagram.” *Visual Communication*, 22(4): 671–692. <https://doi.org/10.1177/14703572211022400>.
- Passionates. 2023. “How Generative AI is Changing Creative Work and What This Implies for Your Brand.” *passionate.com*. Sept. 7. <https://passionates.com/how-generative-artificial-intelligence-changing-creative-work/>.
- 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* 4(3): 1–11. <https://doi.org/10.1177/2056305118784768>.
- 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.
- 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.

## Schedule

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

*Week 1 (Jan.9<sup>th</sup>)—Course Introduction*

*Week 2 (Jan.16<sup>th</sup>)—Platforms*

Assigned reading: Gillespie’s “The Politics of Platforms”

*Week 3 (Jan.23<sup>rd</sup>)—Multimodality I*

Assigned reading: Yancey’s “With Fresh Eyes” and Davis et al.’s “Remix, Play, and Remediation”

*Week 4 (Jan.30<sup>th</sup>)—From Multimodality to Digital Subjectivity*

Assigned reading: Scolere et al.’s “Constructing the Platform-Specific Self-Brand”

*Week 5 (Feb.6<sup>th</sup>)—Writing Lab*

**Lab work due Mon. (the 12<sup>th</sup>) 11:55pm via OWL**

*Week 6 (Feb.13<sup>th</sup>)—Digital Subjectivity I*

Assigned reading: Tagg’s *Exploring Digital Communication* (excerpts x3)

**(Feb.17-25<sup>th</sup>)—SPRING READING WEEK**

*Week 7 (Feb.27<sup>th</sup>)—Digital Subjectivity II*

Assigned reading: Hurley’s “Signs of #self”

**NB Final Project Proposal due Mon. 11:55pm via OWL**

*Week 8 (Mar.4<sup>th</sup>)—Digital Subjectivity III*

Assigned reading: Hamilton’s “A Genealogy of Critical Race and Digital Studies”

*Week 9 (Mar.11<sup>th</sup>)—Digital Subjectivity IV*

Assigned Reading: Passionates’s “How Generative AI is Changing Creative Work and What This Implies for Your Brand”

*Week 10 (Mar.18<sup>th</sup>)—Writing Lab*

**NB Lab work due Mon. (the 25<sup>th</sup>) 11:55pm via OWL**

*Week 11 (Mar. 25<sup>th</sup>)—Final Project Forum*

*Week 12 (Apr.2<sup>nd</sup>)—Course Conclusion*

**NB Final Project due Mon. (the 8<sup>th</sup>) 11:55pm via OWL**

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<b>Event</b>	<b>Date</b>
Classes start	Monday, January 9
Reading Week – no classes	February 17-25
Family Day	Monday, February 19
Last day to withdraw from a course without academic penalty	Thursday, March 7
Good Friday – no classes	Friday, March 29
Classes end	Monday, April 8
Study days	April 9-10

Exam Period	April 10-30
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Check the Academic Calendar for a complete list of [sessional dates](#). Dates for commonly observed religious holidays can be accessed through the diversity calendar housed on the [Human Rights](#) site.

### **Participation and Engagement**

- Students are expected to participate and engage with content as much as possible, both on the course site and during lectures
- Students can also participate by interacting in the course site discussion forum with their peers, posting thoughts and questions related to the course content

### **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 (**DC2311**) 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 hours
- 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](#)
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video). 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
- Students are expected to follow online etiquette expectations provided on OWL
- Students may be expected to take an academic integrity pledge before some assessments

# NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2024

## 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 [Academic Calendar](#).

## 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 [here](#).

## Plagiarism

Students in this class are reminded that plagiarism – using another's work, ideas, or words without giving credit -- is a serious scholastic offence. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own.

**Students who use AI-content generators (such as ChatGPT) to complete assignments without attribution or permission from the instructor are committing a scholastic 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 Advising office of their home Faculty (for FIMS students this is [Undergraduate Student Services](#)).

Students are required to provide

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 Advising 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 Advising 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 Advisor.

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 Advisors 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 a FIMS module (MIT 1020E; MIT 1025F/G) have an expected course average between 68-72%. **Second year required courses** (MIT 2000, 2025, 2100, 2200, 2500) have an expected course average between 70 and 75%. The **third year required course** (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.