


BMS 201

Information Literacy, Writing, and Research for Book and Media Studies (Fall 2024)

Instructor

Stacy Reardon (she/her) 
s.reardon@utoronto.ca

Teaching Assistant:

Liz Poliakova

Quick Links

- Request a meeting with Stacy: <http://tiny.cc/meet-stacy>
- Exceptions Form: <http://tiny.cc/201-exceptions>

Welcome to BMS 201!

Description

BMS 201 develops foundational skills for students in Book & Media Studies, including academic writing, information literacy, media literacy, citation, qualitative and quantitative research, primary and secondary sources, library resources, and practical techniques for analysing different forms of media.

Course Outcomes

By the end of this course, students will be able to:

- Conceive of a research project from beginning to end by going through a process of brainstorming, developing a research question, and answering the question through methods that might include reception analysis, reflection, narrative, and research.
- Write with greater confidence across common academic genres such as reflective, descriptive, analytic, and research essays and make reasoned writing choices about language and tone based on their communication goals and audience.
- Describe media objects through close reading of creators' artistic choices.
- Articulate how one's positionality, assumptions, and views informs one's analysis, judgement, and priorities in one's own study of media.

- Categorise and evaluate different types of information and identify common logical fallacies and misinformation strategies.
- Recognize that research ethics is an area of consideration before conducting research.
- Find, analyse, and incorporate scholarship in their own writing in order to defend, complicate, or refute a thesis.

How Does This Class Work?

- This class is an active, participatory class in which you will hone your research, writing, and critical thinking skills through practice in and outside of class times. 📖✍️
- Our classes will be a blend of lecture, discussion, peer feedback sessions, and hands-on work.
- You should complete all readings and any assignments due before class because we will be working with them during class time.

Course Materials & Readings

Paper Journal: Please bring a dedicated paper journal and pen/pencil to every class. There should be enough space in your journal for you to freely and comfortably write, but it doesn't have to be standard sized or even have ruled lines—it could also be an art journal, a bullet journal, etc. Pick a journal that will inspire you to write! I also encourage you to find special pens, stickers, washi tape, stencils, or other stationery that will make writing more inspiring to you. We will write in class together. You can find supplies at places like the campus bookstore, Dollarama (there are a couple on Yonge), gift shops, bookstores (there's an Indigo on Bay), and stationary stores, or from online sellers.

Laptop: If you have a laptop, you may find it helpful to bring it to class. We'll do many activities that could benefit from the use of a full screen and keyboard, such as writing, peer review, readings, and more. If you don't have a laptop, a mobile device will suffice. If you find a mobile device limiting or you don't have one, find a partner with a laptop or contact Stacy to help pair you with a partner.

Readings: All course readings will be linked in Quercus. Please see the Course Schedule section (below) for what we'll be reading during a particular week. Thanks to the Library, you don't have to purchase any readings for this course. 🎉

Toolbox: Each week you'll see additional resources linked as "Toolbox." These are not required readings, but are optional resources intended to help you be successful in the related assignment.

Weekly Schedule

UNIT 1: POP CULTURE & THE SELF

Reading Pop Culture

Week 1: September 5

Pop Culture & the Self

- In-Class Assignment
 - I Remember (In-class exploratory activity)
- Tutorial
 - None

Week 2: September 12

Close Reading

- Due
 - Discussion Board: Introduce Yourself
 - Discussion Board: Post Topic
- In-Class Assignment
 - Close Reading (In-class exploratory activity)
- Tutorial (required)
 - Intro to MLA
 - Works Cited Page (In-class exploratory activity)
- Readings for This Week
 - "Defining Popular Culture" (Jenkins, McPherson, Shattuc)
 - "Everything Everywhere All at Once and the Intimate Public of Asian American Cinema" (Coe)
 - "Jay-Z's *The Black Album* Turns 20 and Is More Relevant than Ever" (Watkins)
 - Review syllabus
- Toolbox
 - [Dr. Stacy's Guide to MLA](#)
 - [MLA Handbook](#)
 - Close Reading Handout

Week 3: September 19

Critical Approaches to Media

- Due

- Free Write: Pop Culture Encounter (Exploratory Activity)
 - Reply to at least 2 people on the Introduce Yourself discussion board
- Tutorial (required)
 - Student essay discussion
- Readings for This Week
 - *Media and Culture: An Introduction to Mass Communication* (Campbell, et al)
 - Linear Model: p16-18
 - Media Literacy: p26-29
 - Cultural Studies: p444-450
- Toolbox
 - “Shitty First Drafts” (Lamott)
 - “Revising And Editing” (Procter)

UNIT 2: THE SCHOLARLY CONVERSATION

Academic research, Forms of academic writing, Making an argument

Week 4: September 26

Embarking on a Research Project

- Due
 - Pop Culture Encounter Essay
- Tutorial
 - None
- Readings for This Week
 - “Chatting With the Dead: the Hermeneutics of Thanabots” (Henrickson);
 - “Narrowing your topic and turning it into a research question” from *The Craft of Research* (Booth et al.), pps 37-46;
 - “Introduction” from *They Say / I Say: The Moves That Matter in Academic Writing* (Birkenstein and Graff), p1-16
 - Recommended: start browsing books for next week’s response paper
- Toolbox
 - “4 Sentence Types”: Visual Communication Guy

Week 5: October 3

Listening in on Scholarly Conversations

- Due
 - Reading Response
- Tutorial (required)

- Pre-Research Activity (In-Class Exploratory Activity)
- Readings for This Week
 - See assignment list for choice of books; dig into one and read the parts that interest you (you are not expected to read the entire book)
- Toolbox
 - “Critical Reading Towards Critical Writing” (Knott)

Week 6: October 10

Making an Argument

- Due
 - Discussion Board: Post topic
 - Recommendation: Begin research process
- Tutorial (required)
 - Library session with Richard Carter; meet in Kelly Library 105
- Readings for This Week
 - “Chapter 7: Argumentation” (Bourne and Abrams)
 - About structure from *They Say / I Say: The Moves That Matter in Academic Writing* (Birkenstein and Graff), Ch 17
- Toolbox
 - “Organizing an Essay” (Plotnick)
 - “Using Thesis Statements” (Procter)
 - Course AI Policy (in syllabus)
 - Academic Integrity at UofT (website)

Week 7: October 17

Research in Action

- Due
 - Research Sketch
 - Book Selfie
- Tutorial (required)
 - Student essay discussion
- Readings for This Week
 - “The Distorting Prism of Social Media: How Self-Selection and Exposure to Incivility Fuel Online Comment Toxicity” (Kim et al.)
- Toolbox
 - “How Not to Plagiarize” (Procter)

UNIT 3: DIGITAL SPACES

Social Media, Misinformation, AI

Week 8: October 24

Misinformation

- Due
 - Mini Literature Review
- In-Class Assignment
 - Outline (In-Class Exploratory Activity)
- Tutorial (optional)
 - Writing Clinic
- Readings for This Week
 - “A Brief History of the Disinformation Age: Information Wars and the Decline of Institutional Authority” (Bennett and Livingston)
 - “Work in the Content Factory: Doing Digital Journalism” (Cohen)
- Toolbox
 - "The Literature Review: A Few Tips On Conducting It" (Taylor)
 - Chapter 2; The Art of Summarizing and The Art of Quoting from *They Say / I Say: The Moves That Matter in Academic Writing* (Birkenstein and Graff), p30-41; p43-51

NO CLASS: READING WEEK

OCT 28-NOV 1

Week 9: November 7

Observing Online Communities

- Due
 - Media Deep Dive Research Essay
- Tutorial
 - None
- Readings for This Week
 - "Chapter 1: Defining Participatory Culture" (Jenkins et al.)
 - “An Online Home for the Homeless: a Content Analysis of the Subreddit r/homeless” (Bhandari)

Week 10: November 14

Critical Engagement in Digital Spaces

- Due
 - Discussion Board: Post topic
- Tutorial (required)
 - Student essay discussion
- Readings for This Week
 - “Lateral Reading: Reading Less and Learning More When Evaluating Digital Information” (Wineburg and McGrew)
 - “Evaluating Online Information: Logical Fallacies” (University of Iowa Libraries)
 - “What Is Confirmation Bias? (Heshmat)

Week 11: November 21

Demystifying AI

- Due
 - Digital Spaces Exploration (Exploratory Activity)
- In-Class Assignment
 - AI Exploration (In-Class Exploratory Activity)
- Tutorial
 - None
- Readings for This Week
 - “How ChatGPT and Other LLMs Work—and Where They Could Go Next” (Nield)
 - “On the Dangers of Stochastic Parrots: Can Language Models Be Too Big?” (Bender et al.)
 - “The Thoughts the Civilized Keep” (Vallor)
 - [“How ChatGPT Works Technically”](#) (Video) by ByteByteGo
- Toolbox
 - [Prompt Engineering](#) (OpenAI)
 - “How do I cite generative AI in MLA style?” (MLA)

Week 12: November 28

Ethics of Social Media Research

- Due
 - Free Write: Digital Spaces (Exploratory Activity)
- In-Class Assignment
 - Ethics Reflection (In-Class Exploratory Activity)
- Tutorial (optional)
 - Writing Clinic

- Readings for This Week
 - "Informed Consent and Secondary Data: Reflections on the Use of Mothers' Blogs in Social Media Research" (Benzon)
 - "Pics, Dicks, Tits, and Tats: Negotiating Ethics Working With Images of Bodies in Social Media Research" (Warfield et al.)
- Toolbox
 - "A Guide to Internet Research Ethics" (The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH))
 - [Using Sources in Languages other than English](#)

December 11

Due

- Digital Spaces Analytic Essay
- Last call for any outstanding work or revisions
- Exceptions Pass form deadline

Grading

Grading System

For ease of calculation and transparency, this class uses a point system. To calculate your grade at any time during the term, simply add up all the points you have earned, then divide by the total number of points possible so far. You will get a percentage. Refer to UofT's Grade Scale (linked below) to identify your letter grade.

For example:

- After Unit 1 is completed, you earned a total of 42 points.
- The total available points so far is 60.
- Dividing 42/60, you see that your percentage is 70%.
- Referring to the UofT grading scale, your letter grade so far is a B-.

Note that according to UofT's grading system, B range grades are considered "good" and C grades are considered "adequate." A-range grades ("excellent") will be reserved for exceptional work.

UofT Grading Scale

The University provides the following breakdown of marks.

<https://artsci.calendar.utoronto.ca/academic-record#:~:text=of%20Academic%20Achievement-,Dean's%20List%20Scholar,Average%20of%203.50%20or%20higher>

Grading Chart

	Due Date	Percent	Points
Unit 1: Pop Culture Encounter			
I Remember (In-class exploratory activity)	9/5	1%	4.8
Discussion Board: Introduce Yourself	9/11		
Discussion Board: Post Topic	9/11		
Close Reading (In-class exploratory activity)	9/12	1%	4.8
Works Cited Page (In-class exploratory activity)	9/12	1%	4.8
Discussion Board: Reply to at least 2 other people	9/18		
<i>Deadline to change topic</i>	9/18		
Free Write: Pop Culture Encounter (Exploratory activity)	9/18	3%	14.4
Pop Culture Encounter Reflective Essay	9/25	15%	72
Unit 2: The Scholarly Conversation			
Reading Response (Book) (Exploratory activity)	10/2	1%	4.8
Pre-Research Activity (In-class exploratory activity)	10/3	1%	4.8
Discussion Board: Post Topic	10/9		
Discussion Board: Book Selfie	10/16		
Research Sketch (Exploratory activity)	10/16	6%	28.8
Mini Literature Review	10/23	9%	43.2
<i>Deadline to change topic</i>	10/23		
Outline/Mind Map (In-class exploratory activity)	10/24	1%	4.8
Media Deep Dive Research Essay	11/6	25%	120
Unit 3: Digital Spaces			
Discussion Board: Post Topic	11/13		
Digital Spaces Exploration (Exploratory activity)	11/20	1%	4.8
AI Exploration (In-class exploratory activity)	11/21	1%	4.8
<i>Deadline to change topic</i>	11/27		
Free Write: Digital Spaces (Exploratory activity)	11/27	3%	14.4
Ethics Reflection (In-class exploratory activity)	11/28	1%	4.8

Digital Spaces Analytic Essay	12/11	20%	96
Any Late Work, Revised Assignments, Exceptions Form deadline	12/11		
Participation			
Attendance			1/class
Participation			2/class
Total Participation		10%	48
Total		100%	480

Note: There is no final exam for this course.

Assignments

Major Assignments

This course is broken down into 3 units. Each unit is comprised of readings, exploratory activities, and a final essay.

- Unit 1: Pop Culture and the Self
 - Pop Culture Encounter Reflective Essay
- Unit 2: The Scholarly Conversation: Academic Research, Forms of Academic Writing, Making an Argument
 - Media Deep Dive Research Essay
- Unit 3: Digital Spaces: Social Media, Misinformation, and AI
 - Digital Spaces Analytic Essay

Exploratory Activities (Process)

Process matters. In this course, you will be graded not only on the final drafts of each project. Instead, each project will include a series of exploratory activities (e.g., brainstorm, worksheets, outlines, free writes, etc.) that will help you brainstorm, plan, and write a strong essay. The exploratory activities will also help you build a practice of breaking down larger projects into smaller components that you complete in stages over time. We'll write some of our exploratory activities during class time, while others will be short homework.

Because the thinking and work that we do along the way is a big part of crafting a strong analysis, a project's exploratory activities will contribute to your grade. Completing all the exploratory activities is an easy way to help build your course grade.

Because the exploratory activities are designed to be low-pressure, informal opportunities for brainstorming and experimentation, they are worth fewer points, have fewer requirements, and will be graded more simply:

- Each activity will be worth less than 10% of your grade (check grading chart for specifics)
- Feedback will not be provided for exploratory activities, but they can be helpful starting points for conversation with Stacy as you develop the ideas for your essay.

Finally, you are expected to and encouraged to repurpose or build upon your exploratory activities when writing the final essay for that unit. (Exception: you *cannot* use exploratory activities from one unit to another.)

Choosing Topics

- You may choose your own topics for the projects as long as they otherwise fit in with assignment guidelines.
- If you're unsure about whether or not your topic is a good fit, ask Stacy.
- You can change your topic before the topic change deadline. After the deadline has passed, you will be more successful if you stick to your current topic.

Detailed Project Instructions

Detailed information and instructions for each project will be provided as we begin each one.

Pop Culture Encounter

This reflective essay invites you to describe a memorable pop culture object that made you rethink your beliefs, assumptions, or identity in some way. In doing so, we will flex our skills in narration, self-reflection, and close reading.

Media Deep Dive

Dig deeper into your topic of study in this research essay. Using published books, academic journal articles, and other academic resources available through the library, explore the historical and social context of your topic and/or the scholarly conversation happening around your topic. Note that this project asks you to make your own points, rather than merely repeat/summarise what other people have said.

Digital Spaces

This analytic essay asks you to observe, breakdown, and assess the way a cultural topic or debate is represented in different digital contexts (social media, GenAI summaries, mainstream media, gossip sites).

Participation

Why does participation matter?

- Reading course materials, speaking in class discussion, actively listening to other students, posting to the discussion boards, in-class writing, and giving feedback to your peers all help you understand and analyse course topics in new ways. These methods also give you an opportunity to practise comprehension, writing, and speaking skills.
- We are a community of learners. As such, your participation in our learning community brings new ideas to our group and helps everyone learn. Likewise, participation by other students exposes you to alternative viewpoints and helps with your own learning.

Attendance

- Attendance is a basic prerequisite to participation. You can't participate in class if you're not there.
- Come to as many lectures and tutorials as you can. You will get points just for showing up.

What does participation look like?

- Read all course materials due before coming to class.
- Complete all assigned work before class.
- During class, engage in active listening, contribute to discussion, ask questions, join in small group activities, write the assigned topics during in-class writing exercises, participate in polls and response questions, and provide feedback to your peers during peer review.
- Be present; set aside the demands of life, friends, and social media while you're here.
- You will earn points for active participation. If you are observed engaging in activities not related to class (e.g., texting, looking at social media, talking to neighbours about things not related to class), you will not receive participation points.
- You will earn at least a B if you are attentive in class and participate in activities. Exceptional participation includes the above as well as regularly and actively contributing to class discussion.

Formatting

- All work, including mini-assignments, should be submitted on Quercus in the appropriate section.
- File type: PDF
- File name: your last name + assignment name (reardon-analysis1.pdf)
- Info to include at the top of the first page: Your name, date, course number, assignment name. Example:
Your Name
Date

BMS 201
Assignment Title

- Formatting:
 - Font: Times New Roman 12pt
 - Spacing: Double
 - Margins: 2.54cm/1 inch

Citations

Why do we cite?

- Give recognition to those we are learning from.
- Contextualise our scholarship within a scholarly conversation of which we're a part and to which we are heirs.
- Distinguish between our ideas and words and those of others
- Help our readers locate our sources so they may form their own judgements or explore more about the topic.

Avoid Plagiarism

- Citing well can help you avoid plagiarism. For more info, see:
<https://advice.writing.utoronto.ca/using-sources/>

How do I cite?

- If you use someone else's words without making any changes, use quotation marks. End the quote with an in-text citation. Include the source on your Works Cited page.
- If you use someone else's ideas, paraphrase someone else's ideas, or summarise someone else's ideas, you don't need to use quotation marks, but instead use phrasing to clearly tell the reader where the other person's ideas begin and end. End the paraphrase or summary with an in-text citation. Include the source on your Works Cited page.
 - More guidance and examples:
<https://usingsources.fas.harvard.edu/summarizing-paraphrasing-and-quoting>
 - Watch this video tutorial:
<https://play.library.utoronto.ca/watch/ff5d2b0d814b18fdc5c41db4b618f896>
- When you cite something in this class, use MLA style. For guidance with MLA, see:
 - MLA Handbook Online (official):
<https://doi-org.myaccess.library.utoronto.ca/10.1632/ORIW5168>
 - MLA Handbook Citation Examples:
<https://mlahandbookplus-org.myaccess.library.utoronto.ca/books/book/5/chapter/58456/Citation-Examples-Appendix-2>
 - Owl at Purdue:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html.

- Contact a librarian:
 - Email: reference.kellylibrary@utoronto.ca
 - Appointment: <https://uoft.me/writingcentres>
- Power user? Try Zotero! It's a great way to keep track of all the things you read, and it will help you generate a bibliography. <https://www.zotero.org/> For help with Zotero, see: <https://guides.library.utoronto.ca/zotero> For other citation management options, see <https://guides.library.utoronto.ca/citationmanagement/comparison-table>

Examples

Quotations: In-text citation

In *Bird by Bird*, Anne Lamott writes, "Almost all good writing begins with terrible first efforts" (Lamott 25).

Paraphrases and Summaries

Indicate that you're paraphrasing or summarising someone else's ideas using phrases like:

- As Anne Lamott says,
- In *Bird by Bird*, Anne Lamott makes this clear when she writes,
- This is precisely Anne Lamott's argument in *Bird by Bird* when she points out,
- Several studies have indicated that,
- To summarise Lamott's point,
- To paraphrase Lamott's point,

Don't forget to add an in-text citation and include the source in your Works Cited page.

Works Cited page citation example

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.

Revision Opportunity

- If you are unsatisfied with your work on one assignment, you may revise and resubmit for reconsideration with the following requirements:
 - The revisions should be substantial
 - You must incorporate all feedback provided by the instructor/TAs in the revision or explain why you chose not to
 - You must write 200-400 words describing the revisions and your thought process in making them
 - You should submit the Exceptions Form <http://tiny.cc/201-exceptions>
- You are not guaranteed to get the grade you are seeking on your revised project, but it will be evaluated fairly. The project must show considerable improvement based on the project criteria to receive a higher grade.

- You are limited to resubmitting one assignment over the duration of the course.
- You cannot revise the last assignment.

Deadlines & Lateness Policy

Why does this course have deadlines?

- Deadlines are designed to help you keep work spread out throughout the course so you do not get overwhelmed.
- Often, we will work with completed assignments and activities during the class period. If you haven't caught up, you won't be able to participate as much.
- Deadlines also keep the workload manageable for instructors, who have a lot of material to grade.

Deadlines & Late Policy:

- All assignments and activities should be submitted by the deadline specified.
- Deadlines will be the night before class, at 11:59pm of the date specified.
- Late assignments will be marked down automatically in Quercus by 1% per day.
- Extenuating circumstances: if you have serious extenuating circumstances beyond your control, please get in touch with me as soon as possible to work out alternative arrangements. Documentation may be required.
- **To pass this class, make sure all major assignments are submitted by the end of the term.**

Grace Period

- A grace period will be offered until the beginning of class (9am). For example, if you submit your assignment at 1:30am, you will not be penalised and you do not need to contact me.

Free Pass

- Free pass: you can take extra time on one assignment without penalty.
- Because of grading deadlines, you **cannot** use the free pass on the last assignment of the course, the Digital Spaces Essay. You can use it on any other assignment.
- To take advantage of the free pass:
 - The assignment should not be more than 1 week late.
 - Submit the Exceptions Form to let me know which assignment you would like to use your free pass on. You can submit the Exceptions Form any time up until the last deadline for the course (check Grading Chart).
- Note that you will not see the late penalty removed immediately after submitting the Exceptions Form. I will adjust any penalties at the end of the term after the last class.

Extensions

- Because this course offers a grace period for all assignments, one free pass, and has a generous lateness policy, extensions are generally not given except for exceptional circumstances. Documentation may be required.

In-Class Assignment Deadlines

- In-class assignments are intended to be informal and low-stakes. Please complete them within the time allotted in class.
- *If you attended class*, you will have a grace period to submit the assignment until 7pm. This is intended to accommodate technical problems with submission. Submissions after 7pm will be considered late.
- *If you missed class*, you have the following options:
 - Submit the assignment. If the assignment is late, a late penalty will be applied
 - Use your free pass for the assignment
 - If you missed class due to illness or an emergency, contact me about an extension. Documentation may be required.

Coming to Class

Attendance Policy

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on the "Absence Declaration Tool" for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

What to Bring

- Bring your journal and something to write with. We'll sometimes be writing by hand.
- Bring any course readings for the day, in print or digital format as you prefer. We'll discuss them in class.
- Because we'll be doing a lot of work that might be more comfortably done with a larger screen and a keyboard, you might find it helpful to bring your laptop.

Tutorials

- Tutorials will vary. Some weeks we will have required tutorials, sometimes optional tutorials, and sometimes no tutorial. Check the Weekly Schedule for details.
- During tutorials, we may go over course concepts, hold discussions, review student essays, or complete in-class assignments.
- Writing Clinics: some tutorials will function as Writing Clinics. The idea is that you can work on your essay in the supportive company of other students, while the TA is also available to answer questions. Should time permit, you can chat with the TA for up to 10 minutes about your draft. Writing Clinics are optional but recommended.

Electronic Devices Policy

- During class time, use devices for class purposes only. This includes taking notes, accessing course readings, viewing class slides, looking up information related to class discussions, and participating in class polls/questions.
- I ask that you not browse the internet, watch videos, play games, use social media, text with friends, or engage in any other activity unrelated to the course. This is distracting to your peers and compromises your own learning, which should be your highest priority.

Student Support

Contact and Help

Questions? Need help? Please reach out! Here are your options:

Questions about assignments and course materials

(e.g., assignment instructions, how to narrow your topic, etc.)

- Please post your question to the Q&A discussion board in Quercus
- Many students may have the same question as you and will benefit from reading the response. Likewise, you'll benefit from seeing other students' questions answered.
- If you prefer to remain anonymous, you can email me your question, and I will post it to the board for you.

Discussing your personal situation in the course

(e.g., you want to change your topic; you need to make alternative arrangements due to extenuating circumstances, etc.)

- Email me at s.reardon@utoronto.ca.
- I answer emails between business hours: weekdays 8-5pm. I will do my best to answer you as soon as possible, but please allow up to 48 hours (excluding weekends) for a response.

In-Depth Help

For more in-depth consultations, I am available for 15-minute Zoom appointments. You can schedule an appointment with me at <http://tiny.cc/meet-stacy> Please schedule at least a day in advance.

Writing Help

John M. Kelly Library Writing and Research Help Centre

Librarians and Writing Instructors are available for in-person or virtual consultations. They can help you at any stage of the writing or research process. Book an appointment online at:

<https://library.stmikes.utoronto.ca/research/>

Contacting TAs

Please contact Stacy with questions (as described above) instead of TAs.

Quercus

You can find course materials and submit assignments on Quercus. <https://q.utoronto.ca/>

You can login with your UTORid and password. For more information, see

<https://qstudents.utoronto.ca/how-to-login-to-quercus/>

Please enable notifications and/or follow Announcements to keep up-to-date with important information.

Accessibility

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the Accessibility Services office (<https://studentlife.utoronto.ca/departments/accessibility-services/>).

Research, Writing, and Language Help

University of Toronto Libraries: Search

<https://onesearch.library.utoronto.ca/>

Chat with a Librarian

<https://onesearch.library.utoronto.ca/ask-librarian>

Kelly Library Writing and Research Consultations

John M. Kelly Library Writing and Research Help Centre

Librarians and Writing Instructors are available for in-person or virtual consultations. They can help you at any stage of the writing or research process. Book an appointment online at:

<https://library.stmikes.utoronto.ca/research/>

Recognized Study Groups

Student-led study groups of up to eight classmates that meet online or in person.

<https://sidneysmithcommons.artsci.utoronto.ca/recognized-study-groups/>

Meet to Complete

Drop-in study sessions for undergrads, meeting online on Zoom or on campus in the Sidney Smith Commons. <https://sidneysmithcommons.artsci.utoronto.ca/meet-to-complete/>

Productivity Tools

Use tools like Freedom, StayFocusd, or BlockSite to limit distractions from social media and websites.

<https://freedom.to/>

<https://www.stayfocusd.com/>

<https://blocksite.co/>

Safety and Mental Health Support

Talk to someone right now at **1-844-451-9700** (U of T Telus Health Student Support). If there is an immediate safety risk to yourself or others, call 911.

Feeling Distressed? The following support is available for you:

<https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>

Same-day counselling appointments

<https://studentlife.utoronto.ca/service/same-day-counselling-appointment/>

If you are a St. Mike's student, you may also speak with Nicole Lacy (MSED, RP), St. Mike's Wellness Counsellor by emailing nicole.lacy@utoronto.ca.

<https://stmikes.utoronto.ca/community/health-and-wellness-resources>

Policies

Recording Policy

The unauthorised use of any form of device to audiotape, photograph, video-record or otherwise reproduce lectures, course notes or teaching materials provided by instructors is covered by the Canadian Copyright Act and is prohibited. Students must obtain prior written consent to such recording. In the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Difficult Topics

Sometimes our class may deal with difficult topics. If you need a break, please feel welcome to take one. If you would like to talk about other options with me, please get in touch.

Religious Observances

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times.

Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Family Care Responsibilities

The University of Toronto strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

Covid Safety

Please follow any campus protocols around Covid safety. You can check current protocols here: <https://www.utoronto.ca/utogether/safe-environment>

This classroom is a mask-friendly environment. Please feel welcome to wear your mask to class.

If you are not feeling well, please stay home.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. *Note that unintentional plagiarism is still plagiarism.* You are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the University of Toronto website on Academic Integrity: <https://www.academicintegrity.utoronto.ca/>).

Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment, including AI aids (see AI section for more details)
- Using or possessing unauthorized aids, including AI aids (see AI section for more details)
- Copying and pasting entire sentences or passages from translation tools
- Looking at someone else's answers during an exam or test
- Misrepresenting your identity

Generative Artificial Intelligence (AI) Statement

Summary

The use of any generative artificial intelligence (AI) tools, apps, or features is **not allowed** unless otherwise stated by the instructor. Specifically, we will have specific assignments that invite you to use Gen AI for research & brainstorming purposes, and for the purpose of understanding how Gen AI works. Outside of these specific assignments, do not use Gen AI in your writing or other work for the course. If this is confusing, just remember that you will always be directly told when to use GenAI. Otherwise, don't use it.

Why Isn't AI Allowed in My Writing?

Great question! Using AI tools in your daily life may be perfectly legitimate and often helpful. In some contexts, it may be okay to use AI as long as you cite your use of AI tools. However, in this specific course, we will focus on developing our independent writing skills. Writing is a skill that we can only improve through practice. Practice only happens when we do something ourselves. Think of it like basketball. You might learn some things about basketball games by playing video games about basketball, but you won't become a good basketball player unless you practice in real games.

AI tools are often used to find information for us, summarise information for us, brainstorm ideas, or write. If we always depend on AI to do these tasks for us, we will not develop our own abilities to research, think, and write independently—the very skills necessary to become insightful, innovative, and critical scholars. In this class, the mastery of these skills is more important than even the resulting projects, so we will not rely on AI to help us along the way.

Therefore, the use of generative artificial intelligence (AI) tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course.

The use of AI tools includes, but is not limited to:

- Generating text
- Brainstorming
- Outlining
- Summarising readings or research
- Translation of your work

Use of generative AI in this course may be considered use of an unauthorised aid, which is a form of cheating.

What You Cannot Use In Your Written Work

This includes (but is not limited to):

- Microsoft Copilot
- ChatGPT
- Gemini (previously Bard)
- Grammarly **Premium**
- Perplexity
- Translation tools like DeepL
- AI **features** in writing tools like Google Docs, Evernote, Notion
- AI **features** in search engines like Bing
- Claude
- Any other AI research, writing, or coding assistants

What's OK to Use

- Writing software and apps such as Google Docs and Microsoft Word **without** AI features enabled
- Basic spelling and grammar correction tools in Google Docs and Microsoft Word that are not using AI
- Grammarly **Free** Version
- Language dictionaries or translation tools for the purpose of looking up **specific terms** or **short phrases**
- Library search engines, catalogues, and research guides
- Help from librarians, library consultations, reference email, reference chat services
- Help from Writing Centre instructors
- Citation management software like Zotero
- Using GenAI tools when called for by the assignment instructions.

Not sure if you can use it or not? Just ask! I'm happy to help.

Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.