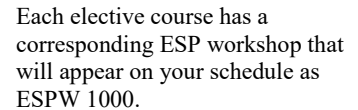


# Course Descriptions

## Business Stream

The following are descriptions of the courses available to ESP students in the Business stream for the 2023-2025 academic year. Please read the descriptions carefully before selecting your course preferences on your **Course Selection Form**. Please note: All courses are subject to cancellation and/or change.

- All ESP students must register for one credit in a first-year seminar (see Section A below).
- All ESP students must register in two Elective Courses (see descriptions below in Section B)
  - Students registered in the Business stream have set electives; according to requirements for this program (see your *Course Selection Form*).
  - Each elective will be supported by an ESP Workshop. See the *Course Schedule* for times.



Each elective course has a corresponding ESP workshop that will appear on your schedule as ESPW 1000.

Half-credit courses are marked with an asterisk (\*) and are worth 0.5 credits and run during either the Fall or Winter semester. Full-credit courses are worth 1.0 credits and run during the entire Fall/Winter session.

### Section A: First Year Seminars

*All First Year Seminars are titled: “Selected Topics in the Study of Academic Discourse” but have different selected topics. See the descriptions below:*

**Selected Topic: Student Leadership & Mental Health**  
**FYSM 1900 A (1.0 Credit) Fall/Win**  
**Instructor: Teddy Dancy**

Student leaders come in all shapes and sizes, with unique experiences that make them leaders in their own way. This course will provide a chance for you to reshape and define what leadership means to you, showcase your own skill sets, learn about your transferrable skills and define yourself as a student leader.

We will also explore how mental health fits into this picture. Every student experiences mental health in a way that impacts their post-secondary experience whether positive or negative, and in turn their ability to achieve their goals. Managing risk and protective factors is an important skill to have when determining what type of student you will be each step of the way. It contributes to your ability to take your experiences and transfer them to new opportunities to help you reach your desired outcomes.

This course will provide an opportunity for self-reflection, development, and growth as new post-secondary students. With opportunities to showcase your experiences through a new lens, introspective exercises, and exploration of the foundational theories that impact who you are and who you will become, this course will be a chance to further develop the core academic skills needed to be successful students.

Students who participate in Student Leadership & Mental Health First Year Seminar will be able to:

- Identify a personal definition of leadership and define leadership approaches relating to post-secondary education
- Develop an understanding of the mental health continuum, and how mental health impacts the student experience
- Define the key components of the foundational theories of student development and adult learning and how it relates to their own and others' post-secondary goals
- Flip their perspective on the risk and protective factors that impact student success
- Understand how to provide and respond to peer feedback

Students will achieve these outcomes through the completion of a cuPortfolio, presentation, series of discussion posts/in class small group discussions, and one short paper each term.

A bit about Teddy: With degrees in Social Work and in Education, and work experience in a variety of roles supporting leadership development and mental health, Teddy is a compassionate educator who strongly believes in empowering individuals to activate their potential.

**Selected Topic: Psychology of Academic Motivation and Success: A Procrastinator's Guide**

**FYSM 1900 B/FYSM 1900 D (1.0 Credit) Fall/Win**

**Instructor: Allan Blunt**

Welcome to university! I am a procrastinator, hence the course title. As a procrastinator, I have learned how to deal with the devil voice in my head that whispers — “you can do it later, you’ll feel more like doing it tomorrow, and you work better under last minute pressure.” If that voice sounds familiar (or even it doesn’t), maybe you should think about taking this course. In this course we will review psychological research, theory, and ideas aimed at helping individuals become more effective students. Topics include: procrastination, self-control, willpower, learning, memory, self-identity, metacognition, appraisal theory, time management, goal theory, emotions/anxiety, and more. You will be asked to demonstrate your engagement in the course and your understanding of the concepts by completing review tests, term tests, short writing assignments, and applied exercises. In addition, you will develop research, writing and presentation skills by completing a research project (topic of your choosing) consisting of an annotated bibliography and 3-minute thesis presentation. If you have any questions about the course, just pop by my office. Cheers and good luck.

A bit about Al: He is an award-winning psychology educator and ‘child of the 60’s’. He has devoted his career to the education and advising of university students. He specializes in teaching about key psychological aspects of academic success, and creates experiences and assignments that facilitate self-improvement.

**Selected Topic: Privilege, Power, Difference and Communication: Creating Social Change**

**FYSM 1900 C / FYSM 1900 H (1.0 Credit) Fall/Win**

**Instructor: Beth Hughes**

Where did social injustices come from, who created them, and why do they exist? How can you make sense of conflicting media messages to have an informed understanding of social issues? How can you make change!

Unjust, oppressive social structures are created and reinforced by politicians, the wealthy, journalists, advertisers, news media and others with power. They bomb you constantly with conflicting messages about what society is, what it should be, and how you should participate—especially according to your identity, who you are as a person.

Part of the answer lies in understanding power, privilege, and difference. Our first “lit” class of the year examines slang and how it changes with social ideas. Other ideas covered include identity, racism, consent, addiction, disability, privilege, equity, power, and allyship. We will critique deeply racism, sexism, genderism, and ableism. Lastly, you get to choose a social issue of your choice: you get to analyze the power of individual action and social movements to communicate and create social change. Our class will go step-by-step, taking a thoughtful and planned approach to how all these ideas fit together.

So, join this class! The ideas are engaging and you will have many opportunities to understand and develop strong academic skills that are important for any university student:

- academic writing, revising and editing,
- critical thinking and making arguments,
- researching and reading to understand,
- time management, including procrastination,
- early career exploration, and much more.

As L. Hansberry wrote (1959), I didn’t make this world. It was given to me this way! Even so, transformation happens with the understandings that come from education.

A bit about Beth: She is a founding member of both the Centre for Initiatives in Education and the Enriched Support Program. She is a scholar of language and culture who has extensive experience teaching at Carleton and in Asia and a particular interest in how language expresses and shapes social relations of power. Her innovative and playful teaching motivates students to think critically and collaboratively about social justice.

**Selected Topic: Academic Literacy: A Research Survival Course**  
**FYSM 1900 I (1.0 Credit) Fall/Win**  
**Instructor: Devron Colley**

Some of the major challenges of science, social science, & business degrees in university can include reading dense texts, completing labs, complex math or problem-solving assignments, and understanding how to conduct research. A large component of your degree will be learning how to evaluate and organize the information from academic studies. We will launch you miles ahead by training you to be an effective student and eventual researcher. By the end of the course, you will be able to design and present a small study on a novel research topic of your choosing. This will be accomplished through a series of assignments including a research proposal, paper, and presentation. Other grading components include attendance, participation, analysis assignments, short reports, and quizzes.

You will learn to understand and apply the scientific method through exposure to peer-reviewed studies across physical, applied, and behavioural and social sciences. You will also learn basic methods for analysis in quantitative and qualitative research and get some practice with data analytics.

Topics include: summarizing and analyzing results; reporting findings; differentiating quantitative and qualitative methods and why they are used; the basics of research methodology and techniques; applying critical thinking to assess the effectiveness and limitations of research; and some of the ethical issues associated with conducting scientific and other research.

Our goal is to make research more interesting while developing skills you can apply in future studies and throughout your life!

A bit about Devron: Devron is a caring and skilled instructor with an MSc. in Chemistry and experience guiding students through challenging university studies. He takes an active approach to teaching and learning to make classes engaging and fun as well as informative.

**Selected Topic: Power of Persuasion**  
**FYSM 1900 J (1.0 Credit) Fall/Win**  
**Instructor: Jennifer Gilbert**

The arguments we are exposed to throughout our lives shape our opinions and beliefs, our social structures, and even our everyday decisions. Learning how to engage with arguments and how to disagree productively with others has many benefits, from assisting our own decisions about how to live and how to act, to broadening our understanding of the world and other people, and even - sometimes - changing our minds or changing the minds of others.

In this course, you will learn a toolkit for analyzing arguments, based on ancient and modern knowledge from the field of Rhetoric. At its core, an argument consists of a claim. A claim is a position taken up by a speaker, which they then may attempt to advance and defend. In this course, you will analyze written and spoken arguments, and also everyday visuals such as memes, ads, and videos; map out argument structure in order to look at the reasons underlying an argument's claim, as well as the warrant for making the claim in the first place, and the evidence – if any is provided – that supports the reasons and warrant; and map out rhetorical situations to assess power and communication dynamics.

In-class activities include lectures, discussions, and games. Assignments and evaluation include attendance and contribution in class, discussion posts, working in teams and individually to research & debate issues, and an analysis paper each semester. There will be in-person written exams in this course in both Fall and Winter semesters.

A bit about Jen: She is an experienced university instructor in Rhetoric/Writing Studies and in Arts-Based Teaching and Learning. She specializes in strengthening students' communications abilities through awareness and practice, using game-based, creative approaches – and good old-fashioned fun!

## Section B: Elective Courses

All elective courses listed below will be accompanied by a two hour/week ESP Workshop (this will appear on your schedule as ESPW 1000). Please see the *Class and Workshop Schedule* for day and time information; and read the **Student Guide** for a description of workshops.

Please note that all course outlines are examples and are subject to change for the current academic year.

### Introduction to Microeconomics

#### ECON 1001 B (0.5 credit) - Fall

##### Prof. Carolina Czastkiewicz

An introduction to the major tools and policy problems of microeconomics. Economic analysis is applied to a variety of contemporary issues such as taxation, pollution, wage determination, poverty, market power, and international trade.

- An example of a course outline from Fall 2022: <https://carleton.ca/economics/wp-content/uploads/econ-1001a-coe-f22-1.pdf>
- Lecture three hours/week plus tutorial one hour/week

### Introduction to Macroeconomics

#### ECON 1002 B (0.5 credit) - Winter

##### Prof. Carolina Czastkiewicz

An introduction to the major tools and policy problems of macroeconomics. Economic analysis is applied to a variety of contemporary problems such as: saving, investment and interest rates; unemployment; money and inflation; exchange rates; fiscal and monetary policy.

- An example of a course outline from Winter 2023: <https://carleton.ca/economics/wp-content/uploads/econ-1002a-coe-w23.pdf>
- Lecture three hours/week plus tutorial one hour/week

### Mathematics for Business

#### MATH 1009 E (0.5 credit) - Fall

##### Elena Devdariani

An introductory course of mathematics for business. Thorough review of basic arithmetic and algebra. Elementary functions, their graphs, properties and applications in business models. Limits. Derivatives of elementary functions. Systems of linear equations/inequalities. Geometric series.

- An example of a course outline from Fall 2022: <https://carleton.ca/math/wp-content/uploads/MATH-1009E-F22-1.pdf>
- Lecture three hours/week plus tutorial one hour/week.

### Introduction to Business

#### BUSI 1800 C (0.5 credit) - Winter

##### Prof. Khalid Al-Ani

Introduction to contemporary businesses in a complex economy, their role in the society, their history. The various functions that come together to define a business will be examined. All forms of business communications emphasized.

- An example of a course outline from Winter 2023: <https://sprott.carleton.ca/wp-content/uploads/BUSI1800-K.AlAni.pdf>
- Lecture two hour/week plus tutorial one hour/week