Course Descriptions
Computer Science Stream

The following are descriptions of the courses available to ESP/IESP students in Computer Science stream for the 2020-2021 academic year.

Please read the descriptions carefully before selecting your Seminar preferences on the Course Selection Form.

Please note: courses are subject to change.
- All ESP/IESP students must register for one First Year Seminar (Section A, below)
- All ESP/IESP students must register in two Elective Courses (see descriptions below in Section B)
  - Students registered in the Computer Science stream have set electives; according to requirements for this program (see the Course Selection Form).
  - Each elective will be supported by an ESP/IESP Workshop. See the Class and Workshop Schedule for times

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:

First-Year Enriched Support Program Students should choose from these Seminars:

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

What do you think of when you hear the word ‘argument’? People yelling at each other? Personal attacks online? It’s true that an argument can involve emotions, and those emotions can get out of hand. But that’s not what makes something an argument.

One of the things I want you to learn from this course is that an effective argument – a persuasive argument – will always involve an appeal to emotions; however, ‘argument’ does not necessarily mean people yelling at each other and calling each other names. An argument, at its core, consists of a claim. A claim is a position taken up by a speaker, which they then may attempt to advance and defend.

Understanding arguments critically means understanding what arguments are, how to break them down, how they work, and what makes an argument persuasive.

In this course, you will:

- practice looking at ordinary bits of language, and everyday visuals such as memes, ads, and videos, in order to identify what claim is being made and analyze what types of appeal are presented.
- learn how to 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.
- work in teams to debate issues
• develop and present your own arguments

The knowledge and skills you gain from this course can make you a better and more persuasive speaker and writer. Most importantly, you can become a more analytical and critical thinker.

Arguments are all around us all the time, shaping our opinions and beliefs, our social structures, and everyday decisions in our lives. 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 to changing our minds or changing the minds of others.

Selected Topic: Communication and Cognition in Animals
FYSM 1900 C or H (1.0 Credit) Fall/Winter
Instructor: Petra Watzlawik-Li

Humans are not alone in the capacity for communication and cognition. You will be surprised at the communicative abilities and cognitive processes of many other animals (such as dolphins, elephants, canines (wolf and dog), chimpanzees and other primates, birds (parrots and crows), octopuses, etc.). We will delve into the world of researchers (e.g. comparative psychologists, neuroscientists, psychobiologists, behavioural ecologists, linguists, primatologists) to discover the most current information on animal cognition, learning, problem solving, social relationships, and tool design/use.

Before we start looking at other animals, we will have a quick look at human language. What are considered to be the design features of human language? And how do humans acquire language (hint: it’s not merely imitation)? We will review some of the cognitive processes, such as Theory of Mind (ToM) that go along with the stages of language acquisition, and also what happens when a child is kept from interacting (e.g. Genie the Wild Child). We will also look at non-verbal communication such as body language and micro-expressions.

We will also try to understand why humans and other animals have such strong bonds and how that has resulted in service and therapy animals such as [https://carleton.ca/wellness/dogs/](https://carleton.ca/wellness/dogs/)

In this course you will get to practice the academic skills that you need to be successful at university (time management, summary writing, notetaking, research, and essay writing). You will also be presenting your research either by “live online” or by creating a video similar to this one: [https://youtu.be/-DJrHw_uMgg](https://youtu.be/-DJrHw_uMgg)

This video is me, telling you a bit about this course. 😊

Don’t worry though, we will go through the steps for acquiring all of these skills and will be practicing them too!

Selected Topic: The Psychology of Creativity
FYSM 1900 F (1.0 Credit) Fall/Winter
Instructor: Eve Blouin-Hudon

Creativity ranges across a wide variety of subjects and life events. Because of this, it is difficult to define creativity in terms of outcome (e.g., a painting is a creative outcome but so is a scientific paper), since what feels creative to some may be completely different for others. In this course, we will explore the psychology of creativity to answer questions such as: What is the use of creativity (adding meaning to the world, well-being)? What makes a person creative (personality, childhood development, culture)? How can we cultivate our own personal creativity (flow, collaboration, intuition)?

For the *Exploring the psychology of creativity* course, theories of creativity will be applied to real-world and self-related experiences. To this end, each class in this year-long seminar will be divided into *three core components*: (1) A theoretical portion, (2) an active experimentation portion, and (3) a reflection portion. This course will be based on discussion, collaboration, and participation. As such, formal lectures will be minimal and much of the learning will occur during collaborative activities and reflection.
Law in Action: Introduction to Socio-Legal Studies

FYSM 1900 G (1.0 Credit) Fall/Win
Instructor: Kory Smith

Law touches on all aspects of modern society. It structures our political, economic and social relationships; it defines crime and regulates our behaviour; it is used to resolve disputes; and it acts as a catalyst in the process of social transformation. As our legal institutions become more influential, it becomes increasingly important for you to understand how the law works and how it affects society. This interdisciplinary first-year seminar will provide you with an introduction to the field of socio-legal studies. You will explore legal questions from sociological, historical, philosophical, and political perspectives. Questions that will be addressed include: What is the definition and meaning of law? What functions does law have in society? How does law shape our lives and identities? Whose interests does law serve? How can law perpetuate social inequality? Can law be used to bring about social change? Through these and other questions, this course will introduce you to foundational debates in socio-legal studies, combining attention to theory and methodology with engagement with different areas of study, including the organization of legal institutions and the legal profession; law and social control; law and social exclusion; and law and social change.

Since the focus of socio-legal studies is “law in action”, this course is designed to be as experiential as possible. Methods of instruction will include interactive lecturing, group discussion, student presentations, and guest speakers. Assignments and class activities will be used to help you develop the following academic skills: studying, research, writing, and oral communication. Your grade in the course will be based on several different types of evaluation, including attendance and participation, written assignments, and a class presentation.

*Please note: this section will only be offered if we have sufficient registration in the program.

The Psychology of Motivation, Self-control, Memory, Learning and Other Things Related to Academic Success (and Dealing with Procrastination)

FYSM 1900 I (1.0 Credit) Fall/Win
Instructor: Allan Blunt

Welcome to Carleton University and congrats on becoming a Raven! You have officially taken a first step toward achieving your academic and career goals. In order to help you reach those goals this course explores lots of research aimed at understanding and improving memory, learning, motivation, self-regulation, emotion regulation, career management, and more. Although we will be discussing lots of theory and research, there is a very practical purpose to this course — to help you achieve your academic goals. So, if you decide to take this class, embrace the ideas and practice the methods we discuss, you will be taking another step toward your goals. Along the way, you will also develop your research skills, writing skills, citation skills, test-taking skills and presentation skills — all essential for your continued success at university. Even though I can’t guarantee your success, I can definitely say that if you decide to take this seminar you will learn some very interesting and useful information — and that’s not a bad thing.

All of the course material was developed by me, except for the career management modules, which were developed by Rene Guardado. All lecture material, assignments and instructions are online in pdfs for easy access. In addition, I have created many (big) bite-sized lecture and how-to videos to help guide you through the content, course requirements, and online learning system (cuLearn). Also, to help keep you on track, I will post weekly update videos, and mentors will provide regular guidance as well. We will also have weekly video conferencing sessions for questions, review and what-nots. Mentors will also provide additional academic and social supports to help you through this most unusual year. As well, throughout the year I will provide academic advising resources and one-on-one advising video chats in my other capacity as academic advisor.

One last thing — it is only fair that you should know a bit about the grading scheme before you commit. Your final grade will be most likely based on the following:

1) Review Tests (worth 10% of overall grade) — fourteen multiple-choice, best 10 count, 3 attempts per review test allowed, highest grade counts
2) Four tests (6.25% x 4) — multiple-choice, cumulative, only one attempt allowed per test
3) Final exam (25%) — multiple-choice, cumulative, only one attempt allowed
4) Summaries Assignment (15%) — three short (550 words) peer-reviewed research article summaries
5) Term Paper (15%) — short review paper (1500 words) building on the summaries assignment
6) Online Presentation (5%) — three-minute thesis based on the term paper
7) Reflection Paper (5%) — short reflection paper based on the course material (1000 words)

Note that all tests are open book and completed online, and all assignments and papers are submitted online. Detailed written and video instructions for papers, assignments, tests and what-nots are provided on cuLearn.

Best of luck and cheers.

**First-Year IESP Students choose:**

**Selected Topic: Understanding Indigenous Youth Wellness and Life Promotion**
**FYSM 1900 E (1.0 Credit) Fall/Win**
**Instructor: Sarah Blackwell**

Have you, or someone you are close with been affected by the negative effects of intergenerational trauma on mental health?

This course will highlight mental health risk factors and the positive influences that make Indigenous youth resilient to life’s challenges. Students will learn about the areas that contribute to youth wellness from the perspective of the medicine wheel. Readings, scholarly writing and self-reflective writing, will focus on life promotion, cultural continuity, mental health, identity, and policies that impact social change. Through exploration of their personal life story, and influential Indigenous writers, students will further understand the resiliency factors in their own life and those they care about. In this way, they will be able to effect change and become strong literary advocates promoting youth wellness in their own communities. This course is conducted online, and will include a weekly greeting from the Instructor to introduce each module. Students will be expected to participate weekly by logging into CU Learn, and/or Zoom and other platforms to be determined, during class-time to engage in weekly readings, discussion topics and online group work.

*This course is a requirement for students in the Indigenous Enriched Support Program and is therefore reserved for IESP students.*
Section B: Elective Courses

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

Computer Science: Introduction to Computer Science I (Fall)
*COMP 1005 A [0.5 credit]
Prof. Nasser Mustafa
A first course in programming, emphasizing problem solving and computational thinking. Topics include pseudocode, variables, conditionals, iteration, arrays, objects, functions, sorting, searching, and simulation.
- Course outline for this year will be posted here when available:
  http://service.scs.carleton.ca/cu-course-outline
- Lecture three hours/week plus a tutorial 1.5 hours/week.

Computer Science: Introduction to Computer Science II (Winter)
*COMP 1006 B [0.5 credit]
Prof. David McKenney
A second course in programming emphasizing problem solving and computational thinking in an object-oriented language. Topics include abstraction, mutable data structures, methods, inheritance, polymorphism, recursion, program efficiency, testing and debugging.
- Course outline for this year will be posted here when available:
  http://service.scs.carleton.ca/cu-course-outline
- Lecture three hours/week plus a tutorial 1.5 hours/week.

Math: Elementary Calculus I (Fall)
*MATH 1007 D [0.5 credit]
Prof. Amir Nasr
- The course outline will be posted here when available:
  https://carleton.ca/math/course-outlines-fall-2016winter-2017/
- Lecture three hours/week plus tutorial one hour/week.

Math: Linear Algebra for Engineering or Science (Winter)
*MATH 1104 D [0.5 credit]
Prof. Mark Blenkinsop
- The course outline will be posted here when available:
  https://carleton.ca/math/course-outlines-fall-2016winter-2017/
- Lecture three hours/week plus tutorial one hour/week.