

Course Posting Template (CUPE 4600 Unit 2)

Posting Date: 01-May-26

Application

Deadline: 01-Jun-26

Application <https://carleton.ca/esp/employment-opportunities/esp-instructors/>

Application Application Link <https://carleton.ca/deputyprovost/contract-instructor-application-faculty-of-arts-and-social-sciences/>

Posting Type Regular

(Regular/Late):

Academic Term	Course Code	Course Title	Course Description	Course Credit Value	Anticipated Modality	Anticipated Course Enrolment	Anticipated TA Support	Required qualifications
---------------	-------------	--------------	--------------------	---------------------	----------------------	------------------------------	------------------------	-------------------------

Academic Term	Course Code	Course Title	Course Description	Course Credit Value	Anticipated Modality	Anticipated Course Enrolment	Anticipated TA Support	Required qualifications
Fall/Winter 2026/27	FYSM 1900A	Selected Topics in the Study of Academic Discourses. Topic: Global Issues.	Introductory seminar emphasizing the development of academic writing, research and analytical skills through the intensive examination of a selected topic in the instructor's field of expertise. Specific topics vary from section to section each year. This section should have a Global Issues focus.	1.0 credit	In-person	35	N/A	Academic qualifications: Applicants should hold a Master's degree or higher; have university teaching experience with first-year students; and have ongoing experience with teaching in the relevant subject area. Teaching Competence and Approach: Candidates are applying to teach a seminar (FYSM) or core class (CIED) in the Enriched Support Program (ESP), a first-year transition program that supports students in developing the skills needed for university success and is grounded in academic course content. Applicants must demonstrate evidence of teaching excellence with first-year undergraduate students in a seminar or similar context. In addition to subject-matter expertise, candidates must show experience integrating academic skill development into course content in meaningful and intentional ways. Evidence of collaborative teaching approaches is required, as ESP First-Year Seminars (FYSMs) are designed to align with and complement other program elements, such as peer mentoring, academic advising, and academic coaching. Teaching approaches should prioritize integrating diverse scholarship into course content and providing opportunities for interaction, collaboration, and active student engagement. Courses must include scaffolded writing assignments across all stages of the writing process, with opportunities for feedback and revision. For FYSM classes: a culminating assignment in the Winter term should build on work completed throughout the course.

Academic Term	Course Code	Course Title	Course Description	Course Credit Value	Anticipated Modality	Anticipated Course Enrolment	Anticipated TA Support	Required qualifications
Fall/Winter 2026/27	FYSM 1900G	Selected Topics in the Study of Academic Discourses. Topic: Anthropology	Introductory seminar emphasizing the development of academic writing, research and analytical skills through the intensive examination of a selected topic in the instructor's field of expertise. Specific topics vary from section to section each year: This section should have an Anthropology focus.	1.0 credit	In-person	35	N/A	Academic qualifications: Applicants should hold a Master's degree or higher; have university teaching experience with first-year students; and have ongoing experience with teaching in the relevant subject area. Teaching Competence and Approach: Candidates are applying to teach a seminar (FYSM) or core class (CIED) in the Enriched Support Program (ESP), a first-year transition program that supports students in developing the skills needed for university success and is grounded in academic course content. Applicants must demonstrate evidence of teaching excellence with first-year undergraduate students in a seminar or similar context. In addition to subject-matter expertise, candidates must show experience integrating academic skill development into course content in meaningful and intentional ways. Evidence of collaborative teaching approaches is required, as ESP First-Year Seminars (FYSMs) are designed to align with and complement other program elements, such as peer mentoring, academic advising, and academic coaching. Teaching approaches should prioritize integrating diverse scholarship into course content and providing opportunities for interaction, collaboration, and active student engagement. Courses must include scaffolded writing assignments across all stages of the writing process, with opportunities for feedback and revision. For FYSM classes: a culminating assignment in the Winter term should build on work completed throughout the course.

Academic Term	Course Code	Course Title	Course Description	Course Credit Value	Anticipated Modality	Anticipated Course Enrolment	Anticipated TA Support	Required qualifications
Fall/Winter 2026/27	FYSM 1900I	Selected Topics in the Study of Academic Discourses. Topic: Law	Introductory seminar emphasizing the development of academic writing, research and analytical skills through the intensive examination of a selected topic in the instructor's field of expertise. Specific topics vary from section to section each year. This section should have a Law focus .	1.0 credit	In-person	35	N/A	Academic qualifications: Applicants should hold a Master's degree or higher; have university teaching experience with first-year students; and have ongoing experience with teaching in the relevant subject area. Teaching Competence and Approach: Candidates are applying to teach a seminar (FYSM) or core class (CIED) in the Enriched Support Program (ESP), a first-year transition program that supports students in developing the skills needed for university success and is grounded in academic course content. Applicants must demonstrate evidence of teaching excellence with first-year undergraduate students in a seminar or similar context. In addition to subject-matter expertise, candidates must show experience integrating academic skill development into course content in meaningful and intentional ways. Evidence of collaborative teaching approaches is required, as ESP First-Year Seminars (FYSMs) are designed to align with and complement other program elements, such as peer mentoring, academic advising, and academic coaching. Teaching approaches should prioritize integrating diverse scholarship into course content and providing opportunities for interaction, collaboration, and active student engagement. Courses must include scaffolded writing assignments across all stages of the writing process, with opportunities for feedback and revision. For FYSM classes: a culminating assignment in the Winter term should build on work completed throughout the course.

Academic Term	Course Code	Course Title	Course Description	Course Credit Value	Anticipated Modality	Anticipated Course Enrolment	Anticipated TA Support	Required qualifications
Winter 2027	CIED 1001A	Selected Topics in Academic Discourse. Topic: Global Issues	Selected topics in academic discourse. Topics vary from year to year, and/or section to section, as determined by the Centre for Initiatives in Education. This section should have a Global Issues focus.	0.5 credit	In-person	50	N/A	Academic qualifications: Applicants should hold a Master's degree or higher; have university teaching experience with first-year students; and have ongoing experience with teaching in the relevant subject area. Teaching Competence and Approach: Candidates are applying to teach a seminar (FYSM) or core class (CIED) in the Enriched Support Program (ESP), a first-year transition program that supports students in developing the skills needed for university success and is grounded in academic course content. Applicants must demonstrate evidence of teaching excellence with first-year undergraduate students in a seminar or similar context. In addition to subject-matter expertise, candidates must show experience integrating academic skill development into course content in meaningful and intentional ways. Evidence of collaborative teaching approaches is required, as ESP First-Year Seminars (FYSMs) and CIED courses are designed to align with and complement other program elements, such as peer mentoring, academic advising, and academic coaching. Teaching approaches should prioritize integrating diverse scholarship into course content and providing opportunities for interaction, collaboration, and active student engagement. Courses must include scaffolded writing assignments across all stages of the writing process, with opportunities for feedback and revision.

Academic Term	Course Code	Course Title	Course Description	Course Credit Value	Anticipated Modality	Anticipated Course Enrolment	Anticipated TA Support	Required qualifications
Winter 2027	CIED 1001B	Selected Topics in Academic Discourse. Topic: TBA	Selected topics in academic discourse. Topics vary from year to year, and/or section to section, as determined by the Centre for Initiatives in Education. The candidate may propose an arts, humanities, or social science topic for this section.	0.5 credit	In-person	50	N/A	Academic qualifications: Applicants should hold a Master's degree or higher; have university teaching experience with first-year students; and have ongoing experience with teaching in the relevant subject area. Teaching Competence and Approach: Candidates are applying to teach a seminar (FYSM) or core class (CIED) in the Enriched Support Program (ESP), a first-year transition program that supports students in developing the skills needed for university success and is grounded in academic course content. Applicants must demonstrate evidence of teaching excellence with first-year undergraduate students in a seminar or similar context. In addition to subject-matter expertise, candidates must show experience integrating academic skill development into course content in meaningful and intentional ways. Evidence of collaborative teaching approaches is required, as ESP First-Year Seminars (FYSMs) and CIED courses are designed to align with and complement other program elements, such as peer mentoring, academic advising, and academic coaching. Teaching approaches should prioritize integrating diverse scholarship into course content and providing opportunities for interaction, collaboration, and active student engagement. Courses must include scaffolded writing assignments across all stages of the writing process, with opportunities for feedback and revision.

Note to Applicants: As per Articles 16.3 and 16.4 of the CUPE 4600 (Unit 2) Collective Agreement, the posted vacancies listed above are first offered to applicants who meet the incumbency criterion. The current CUPE 4600 (Unit 2) Collective Agreement can be found on Carleton University's Academic Staff Agreements webpage.