



## **BUSI3005C: Taxation I**

**Winter 2026**

<b>Instructor</b>	Emily Gray, FCPA FCA
<b>Email Address</b>	<a href="mailto:emily.gray@carleton.ca">emily.gray@carleton.ca</a>
<b>Class Times</b>	Thursdays; 2:30-5:30pm
<b>Modality</b>	In-person, but flipped – asynchronous videos to watch BEFORE class
<b>Office Hours</b>	Online (Zoom) – Mondays 12pm-1pm; Hyflex – Thursdays 6pm-7pm; Or by appointment (just email me to setup!)
<b>Office Location</b>	7018 NI
<b>TA Name/Email</b>	TBD

### **Pre-Requisites & Preclusions:**

- Precludes additional credit for [BUSI 2005](#), [BUSI 3015](#) and [BUSI 4015](#).
- Prerequisite(s): [BUSI 2001](#) with a grade of C- or higher.

### **Course Description/Instructor's Statement**

#### Carleton Calendar Description

Federal income tax laws and regulations and their impact on an individual's financial and business decisions. Problems, issues and planning associated with the Income Tax Act and concerned with the computation of taxable income and taxes payable by an individual are discussed.

#### Instructor's Description:

Accountants cannot make intelligent business decisions without first considering the tax implications of the choices. An understanding of Canadian taxation is therefore necessary in order to make those decisions.

BUSI 3005 is the first of two introductory courses (with BUSI 4005) in income tax law which are designed to achieve the following objectives:

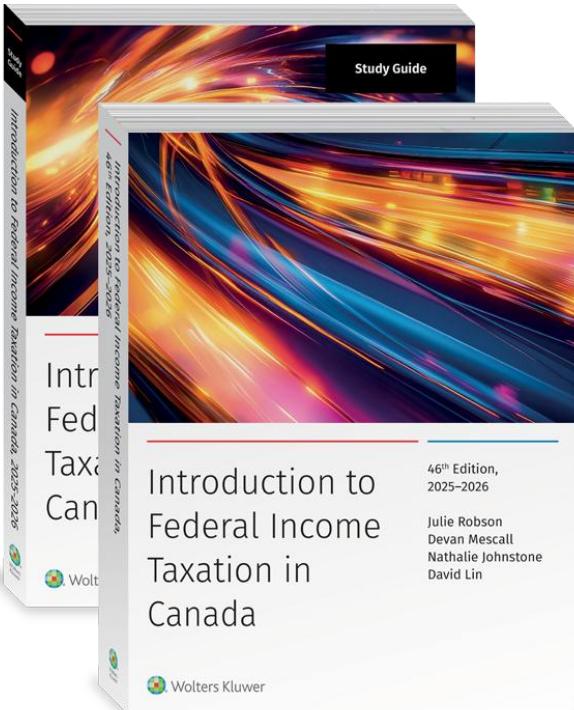
- 1) To explain the theoretical concepts behind the specific provisions of the law,
- 2) To apply the law in practical problems and case settings,
- 3) To interpret the law, taking into account the specific wording of the provisions, judicial decisions and the Canada Revenue Agency's (CRA) position, and
- 4) To introduce basic tax planning concepts through case application

This course is an introduction to tax principles and practice. The focus of BUSI 3005 – Taxation I is on fundamental principles and personal income tax. The focus of BUSI 4005 – Taxation II is on corporate income tax and specialized topics.

## Required Materials & Prices

### 1) Textbook: *Introduction to Federal Income Taxation in Canada*

- Robson, J., Mescall, D., Johnstone, N., Lin, D.; 46<sup>th</sup> Edition; Wolters Kluwer; 2025-2026
- ISBN 978-1-77379-262-0
- Hardcopy: \$269; Access to e-book: \$235 (730 Days)
- Note: This is the same textbook as is used in BUSI4005 (so KEEP IT!)



Textbook available at the Campus Store in Nideyinàn or order online for pick up:  
<https://carletonshop.ca/Course/term>

### 2) Course Website: [www.carleton.ca/brightspace](http://www.carleton.ca/brightspace)

- Slides, handouts, problems, and lecture videos
- Optional assignments and related submission dropboxes
- Office hour links
- Additional material: reference material, additional practice problems with solutions, etc.

### 3) Other Useful Websites

- [CRA](#)
- [Income Tax Act online](#)
- [Life in the Tax Lane](#) (monthly, 10 min videos with tax updates – FUN!)

## Grading Scheme

<b>Option 1</b>	
In-Class Quizzes	15%
Test 1	20%
Test 2	20%
Final Exam	45%
<b>Total</b>	<b>100%</b>

<b>Option 2 *TBC*</b>	
In-Class Quizzes	15%
Test 1	17.5%
Test 2	17.5%
Final Exam	40%
Tax Clinic	10%
<b>Total</b>	<b>100%</b>

\*Emily is in discussion with the Sprott Tax Student Association (STSA) regarding tax clinic participation. The hope is to make Option 2 available to students who participate in the tax clinics. This includes mandatory activities including registering with CVITP, attending STSA training, volunteering at a Sprott tax clinic, and completing a reflection. More information will follow throughout the semester.

## Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



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## Method of Instruction: The Flipped Classroom

We will be using a flipped classroom format. This entails the following:

- 1) Before coming to class, you are required to watch the assigned video lectures on Brightspace. The PowerPoint slides will accompany the video lectures on Brightspace. Please take notes for yourself as you watch. If ever you don't understand something in a video, please ask your professor during class time, send your instructor an e-mail, visit your instructor during office hours or post on the discussion forum. Don't delay! The material builds from week to week, so any confusion should be addressed in a timely manner.
- 2) During class, you will work through problems on your own or with your peers. When you get stuck, want to check your answer or have a question, you will put up your hand and the professor will come over to help. We will then take them up as a group. It is important to give the problems we are working on your best attempt, asking questions when you need to from your peers or professor. You will learn very little from simply copying the solution when we take it up. If you understand the material well, please check-in with the students around you in class to see if you can help them.

## The Benefits:

- A traditional classroom would teach technical material during class-time. The practice problems would mostly be done after / outside of class. If a student is struggling with the practice problems, they may not have anyone around available to help them work through it.
- The flipped classroom provides the technical material in mostly video format, which a student can refer back to if needed. They can also pause it if they need to take a break, or to catchup with their notetaking, missing none of the lecture. Students work on problems (at least some of them), in a space with the professor and other students around to help.

**WARNING:** the flipped classroom model only works if YOU work. Not doing the pre-work will make class-time useless and will void any and all benefits of this model. To help incentivize you to do the pre-work, there will be in-class quizzes on the pre-work material.

## Preparation and Participation:

Students are expected to:

- Watch and take notes on the pre-class lecture material provided *before* its related class;
- Attend class, be on time at the start of class and after break, and avoid leaving early;
- Participate actively in class by:
  - Listening attentively to the professor and fellow students during lecture / classroom discussions;
  - Attempting the problems we are working through to the best of their ability;
  - Asking questions of the professor or peers (when appropriate) for clarification or from curiosity 😊;
- Be respectful to all others in the classroom, modeling Sprott's values of inclusivity, caring, and empathy;
- Review / practice / study on their own or with peers after class each week, solidifying the material learned (resources will be provided: extra problems with video takeup, extra problems with solutions, optional assignments, etc.);
- Advise the professor *early* of any accommodations needed.

Work Expected Each Week	Estimated Average Time (Hours)
Watching pre-class videos, attending class	4-6
PRACTICE!!! (including working on optional assignment or other practice problems)	4-6
<b>Hours per week (on average)</b>	<b>10</b>

### ***“Practice Makes Progress” (quote - Emily Gray)***

You will find that there is a direct correlation between the number of different problems you make an honest attempt at (and debrief the solution of) and your course grade. “Debriefing” the solution means investigating where you went wrong (review your technical notes, ask the teacher, read the textbook, etc.). Keep going until you understand.

### **Optional Assignments:**

Optional assignments will be provided for learning purposes only (no grades). Solutions will be provided to the whole class once the “deadline” has passed. In addition, for some assignments a live, virtual (and recorded) take-up session will be offered. For others, a pre-recorded video of the take-up will be made available.

### **In-Class Quizzes (15%) (~10-15 minutes each):**

There will be eight (8) in-class quizzes (one in each class EXCEPT our first class, on the Test 1 and Test 2 dates, and on March 12 when Emily’s away and the whole class is remote). The quizzes will cover the material in the pre-work videos/slides to both incentive students to watch them before class and to allow the professor to see what topics students are struggling with. Grading will be as follows:

Best 5 quizzes – 3% each	15%
Poorest 3 quizzes – 0% (dropped)	0%
<b>Total</b>	<b>15%</b>

The dropped quizzes are to accommodate students for class absences, if necessary, and/or for weeks when covering the pre-work material diligently was not possible due to unforeseen life circumstances. Additional accommodations beyond these 3 dropped quizzes will not be provided.

### **Tests and Final Exam**

The tests and final exam will test both the technical and conceptual aspects of the course. They are closed-book assessments. Only non-programmable calculators (without alpha storage capabilities) will be permitted. Translation dictionaries are allowed as long as they are in print format and do not contain any handwritten notes. Electronic translation dictionaries are not allowed. All assigned readings from the textbook/Brightspace and material presented in the live and video lectures are examinable.

Test	Date/Time (in class)	Coverage	Modality
1	Thursday, February 12th; 2:35pm-3:50pm	Ch 1, 3, 4 & 5	Handwritten
2	Thursday, March 19 <sup>th</sup> , 2:35pm-3:50pm	Ch 14, 6, 7, 8 & 9	Handwritten

The final examination will be held in the regular examination period (April 11-23). The duration of the exam will be 3 hours. The final examination will cover the whole course.

Students will have the option to write the final exam by hand or to write on a laptop using e-proctoring software. Students who wish to write on a laptop will be required to inform the professor in advance (a survey will be sent out shortly after Reading Week). Students who have not responded by the deadline will be required to write by hand. Last minute requests to write on a laptop will not be entertained.

A Tax Appendix, with various information, will be provided by the professor as part of the tests and final exam (you will see this appendix, and what it contains, prior to the examination). Each student is permitted ONE 8.5x11 inch, double-sided, hard-copy ‘cheat sheet’ during the FINAL EXAM (not the tests).

E-proctoring: the minimum computing requirements are as follows:

- Hardware: Laptop
- OS: Windows 10, Mac OS 10.14, Linux Ubuntu 18.04
- Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge
- Internet Connection (High-Speed Internet Connection Recommended)

**Note: Chromebooks, tablets (Android, iOS, Windows), and smartphones are not supported. You must complete your exams using Windows-based or MacOS computers.**

#### **Deferred Tests:**

In the event that you are unable to write a test, you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

- Test 1 Deferral will be held on Monday, February 23rd at 7:15am.
- Test 2 Deferral will be held on Monday, March 30<sup>th</sup> at 7:15am.

#### **Deferred Final Exam:**

If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval.

#### **Use of Generative Artificial Intelligence**

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

#### **Marking**

The tests and exam will be marked by the teaching assistants and the instructors together and follow a rigorous quality control process that reasonably assures that the grade awarded is fair. However, no system is 100% error-free, so it is possible that you may wish to call into question a grade that has been awarded. In this circumstance, please return your test with a note explaining the marking issue you identified. For the final exam, students wishing to review their exam should email the professor.

Contribution to Learning Goals of the Program ([BCom](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>		X		
<b>BC3 Critical Thinking</b> <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>		X		

## Target Schedule

MTH	DATE	EXPECTED CLASS COVERAGE	READINGS
JAN	8	- Course Outline and General Information - Chapter 1 - Introduction	- Chapter 1
	15	- Chapter 3 - Employment Income	- Chapter 3 (exception: advanced content "A") - CRA Administrative Policies - See CRA link provided
	22	- Finish Chapter 3 - Chapter 5 - Capital Cost Allowance (CCA)	- Chapter 5
	29	- Chapter 4 - Business Income	- Chapter 4 (exception: advanced content "A")
FEB	5	- Chapter 6 & 13 - Property Income - Chapter 14 - Rights and Obligations	- Chapter 6 - Chapter 13 (Sections 13,021 - 13,029 <u>only</u> )
	12	- <b>Test 1 (Chapter 1, 3, 4, 5, 6)</b> - Finish Chapter 14 (if necessary) -Start Chapter 7 – Capital Gains & Losses	- Chapter 14 - Rights and Obligations (exceptions: 14,014, actual calculation of instalment interest, 14,530 - 14,560) (can read it AFTER class; before class, focus on studying for the test)
	19	<b>READING WEEK</b>	
	26	- Chapter 7 - Capital Gains & Losses	- Chapter 7 (exceptions: 7,123, 7,131)
MAR	5	- Finish Chapter 7 (if necessary) - Chapter 8 - NALT & Attribution - Start Chapter 9 - Other Income & Deductions	- Chapter 8 (exceptions: 8,020, 8,064, 8,200, 8,300)
	12	- Finish Chapter 9 - Other Income & Deductions	- Chapter 9 (exception: advanced content "A" - although attribution of spousal RRSP still a go)
	19	- <b>Test 2 (Chapter 14, 6, 7, 8, 9)</b> - Chapter 2 - Liability for Tax	- Chapter 2 (exception: advanced content "A") (can read it AFTER class; before class, focus on studying for the test)
	26	- Chapter 10 - Computation of Taxable Income and Taxes Payable	- Chapter 10 (exception: 10,112, 10,170, 10,512, 10,520, 10,540, 10,640, 10,800)
APR	2	- Finish Chapter 10 - Computation of Taxable Income and Taxes Payable	

\*Refer to Academic Calendar for dates University Closed Dates and Holidays  
<https://calendar.carleton.ca/academicyear/>

## ADDITIONAL INFORMATION

### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend anyone of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

## **Requests for Academic Accommodation**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy Accommodation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

## **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

## **Sprott Student Services**

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

## **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

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