RIT CROATIA PROGRAM OUTLINE

PROGRAM TITLE: HOSPITALITY AND TOURISM MANAGEMENT

TYPE OF PROGRAM: Undergraduate professional program

DURATION OF PROGRAM: 4 years /8 semesters

TOTAL NUMBER OF ECTS: 240

SCIENTIFIC AREA: Social Science

SCIENTIFIC FIELD: Economics
1. **ENROLLMENT CRITERIA**

Admission requirements: Upon completion of a high-school program students are admitted on the basis of results from the State Matura exams (state high-school exit exam) or results from the entrance exam for the undergraduate program.

Application process:

1. Candidates may apply to RIT Croatia using the Central Application System ( "Postani student") and taking the State Matura Exams (state high-school exit exam):
   - Mathematics: B level
   - English language: B level

2. Candidates may apply to RIT Croatia through the entrance exam admission process consisting of written exams in Mathematics and English language. The entrance exam admission process is intended for the following candidates:
   - Candidates who have completed high school education prior to AY 2009/2010
   - Candidates who have completed vocational or art school programs, obtaining a basic or secondary professional high-school degree through in-school final assessments (completion of a final assignment)
   - Candidates who have completed their secondary education outside Croatia, not applying through the Central Application System.

2. **CRITERIA FOR ENROLLMENT IN THE NEXT SEMESTER/YEAR LEVEL**

A student must maintain a cumulative GPA of 2.00 or above at RIT Croatia in order to remain in good academic standing. Any student whose Term Grade Point Average falls below 2.00 (and is above 1.00) or whose overall Cumulative Grade Point Average falls below 2.00 will be placed on probation (i.e. is eligible to enroll in classes, though specific conditions of enrollment or restrictions will be applied).
Any student whose overall Cumulative Grade Point Average falls below 2.00 will be placed on academic warning.

Suspension refers to the academic action taken when a student is not permitted to enroll in courses at the university for a determined period of time.

a. Any degree-seeking undergraduate student whose Term Grade Point Average falls below a 2.00 (C average) and for whom suspension is not applicable will be placed on probation.

b. Any student who is on probation and who is not removed from probation in the two succeeding terms (including summer session) in which credit is attempted will be suspended from RIT Croatia for a period of one calendar year.

c. Any student whose Term Grade Point Average falls below 1.00 will be suspended from RIT Croatia. Students will be able to return the following academic year; in the same term they were suspended.

d. A suspended student cannot enroll in any credit or non-credit course at the university while on suspension. This also includes co-ops.

e. A suspended student may not be admitted to another program while suspended.

f. In special circumstances, a suspended student may apply in writing to the Associate Dean for Academic Affairs for a suspension waiver. This waiver request will be evaluated by the Associate Dean and the academic advisers before submission of the request to the Dean. This waiver must be approved by the Dean of the College.

Please note: The waiver carries specific responsibilities on the student’s part. These may include registering in specific courses, achieving a semester GPA of at least 2.5, not withdrawing from any courses in which we will ask the student to enroll, taking a maximum term load of 12 credits, attending bi-weekly meetings with his or her faculty adviser. These responsibilities are stated in a contract the student will be required to sign. Should the student fail to abide by the conditions of the contract, or should the academic performance warrant suspension again, he or she would then be suspended with no opportunity to appeal.

3. TRANSFER PROCEDURE

Credit transfer procedure and transfer procedures generally speaking are defined by The Rulebook on Admission Requirements and Transfer Procedures from other HE institutions to RIT Croatia.
4. GRADUATION REQUIREMENT

HTM Graduation requirements

All of the following are required for graduation from a student’s program:

- A Cumulative Grade Point Average (GPA) of 2.00
- Satisfactory completion of the Senior Project
- Completion of 124 credits for the B.S. degree (240 ECTS for the Croatian four-year degree)
- Satisfactory completion and grade for the required co-ops in duration of 1200 working hours
- A completed Application for Graduation returned to Student Services
- A completed “Statistički list” form returned to Student Services
- No outstanding library dues
- Full payment or satisfactory adjustment of all financial obligations

Graduation with Honors
Honors posted to the academic record will be based upon the student’s Cumulative Grade Point Average upon completion of the degree requirements. The numerical criteria for graduation with honors are as follows:
Summa cum laude – 3.80 Cumulative GPA  
Magna cum laude – 3.60 Cumulative GPA  
Cum laude – 3.40 Cumulative GPA

5. DEGREES UPON COMPLETION OF THE STUDIES

RIT Croatia is the only educational institution in Croatia granting two degrees: an American degree from RIT and a Croatian degree from RIT Croatia.

Upon successful completion of the four-year program students receive a Bachelor of Science (B.S.) degree in Hospitality and Tourism Management from RIT. Studies at RIT Croatia are also accredited by the Croatian Ministry of Science, Education and Sports and meet the requirements of the Bologna Agreement. As a result, all students completing the four-year HTM program will receive the degree title of stručni prvostupnik/prvostupnica (baccalaureus/baccalaurea) ekonomije.

In order to receive a Croatian degree from RIT Croatia students must have either a high school diploma issued by a Croatian high school or a high school diploma recognized by the Ministry of Science, Education and Sports of the Republic of Croatia.
6. PROGRAM OUTCOMES

The BS degree in Hospitality and Tourism Management prepares students for a wide variety of career choices in food management, hotel/resort management, health care management, corporate travel management, food marketing sales and distribution, and human resources. A career in the hospitality industry has become highly specialized in today's business world, and RIT graduates are in demand.

The program's concentrations provide broad-based views of service management, hospitality, travel, and client care through a common core of courses. This approach promotes an understanding of the interrelationships among the food, lodging, travel, and health care industries based on the underlying concept of quality service management. This approach allows students to retain the flexibility to switch majors or jobs if their career goals change. These diverse and specialized fields require creative problem solving, technical knowledge, communication skills, and leadership.

The program’s curriculum is rigorous and challenging as it provides opportunities for students to develop their full potential in a managerial environment. The program is integrated, encompassing a broad base of competencies defined in partnership with faculty, students, and industry. Students take courses that build a strong concept of the industry as a whole by studying accounting, marketing, finance, economics, business management, behavioral sciences, human resource management, service management, nutrition, food preparation, food and beverage service principles, hotel operations, travel, tourism, and other topics. In addition, some students may opt to create their own unique concentration based upon their interests. A pre-planned set of courses must be completed with an adviser.
7. LIST OF COURSES WITH ASSIGNED CREDITS (class and credit hours) and ECTS POINTS PER SEMESTER/YEAR LEVEL

### YEAR 1

#### FALL 1

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWRT-100</td>
<td>Critical Reading and Writing</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Zrinka F Sain</td>
</tr>
<tr>
<td>HSPT-125</td>
<td>Hospitality and Tourism Management Fundamentals</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Besim Agušaj</td>
</tr>
<tr>
<td>MATH-101</td>
<td>College Algebra</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Ambroz Čivljak</td>
</tr>
<tr>
<td>SOC-102</td>
<td>Foundations of Sociology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Vanda Bazdan</td>
</tr>
<tr>
<td>HSPT-191</td>
<td>Delivery Etiquette in Hospitality</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Kevin Walker</td>
</tr>
<tr>
<td>ACSC-010</td>
<td>YearOne</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Milena Kužnin</td>
</tr>
</tbody>
</table>

#### SPRING 1

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPT-284</td>
<td>HTM Marketing, Sales, and Public Relations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Kevin Walker</td>
</tr>
<tr>
<td>ENGL-416</td>
<td>Topics in Global Literature (Religions of the World)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Francis Jean Brassard</td>
</tr>
<tr>
<td>STAT-145</td>
<td>Intro to Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Ambroz Čivljak</td>
</tr>
<tr>
<td>ENGL-411</td>
<td>Special Topic in American Literature: American Studies</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Ana Maria Simundic</td>
</tr>
<tr>
<td>ENVS-150</td>
<td>Ecology of Dalmatian Coast</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>Staša Puškarić</td>
</tr>
</tbody>
</table>
## YEAR 2

### FALL 2

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPT-244</td>
<td>Meeting and Event Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Domagoj Nikolić</td>
</tr>
<tr>
<td>ACCT-110</td>
<td>Financial Accounting</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Kevin Walker</td>
</tr>
<tr>
<td>ECON-101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Perica Vojinić</td>
</tr>
<tr>
<td>UWRT-150</td>
<td>Writing Seminar</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Rebecca Charry</td>
</tr>
<tr>
<td>MLGR-201</td>
<td>Beginning Language I - German</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Nikolina Božinović</td>
</tr>
<tr>
<td>MLIT-201</td>
<td>Beginning Language I - Italian</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Zrinka Friganović</td>
</tr>
<tr>
<td>MLSP-201</td>
<td>Beginning Language I - Spanish</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Barbara Perić</td>
</tr>
<tr>
<td>MLRU-201</td>
<td>Beginning Language I - Russian</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Ana Peković</td>
</tr>
<tr>
<td>MLFR-201</td>
<td>Beginning Language I - French</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Tea Jahić</td>
</tr>
</tbody>
</table>

### SPRING 2

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPT-281</td>
<td>Service Management in a Global Economy</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Milena Kužnin</td>
</tr>
<tr>
<td>PHIL101</td>
<td>Critical Thinking</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Vanda Bazdan</td>
</tr>
<tr>
<td>ENGL-360</td>
<td>Technical Writing</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Rebecca Charry</td>
</tr>
<tr>
<td>MLGR-202</td>
<td>Beginning Language II - German</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Nikolina Božinović</td>
</tr>
<tr>
<td>MLIT-202</td>
<td>Beginning Language II - Italian</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Zrinka Friganović</td>
</tr>
<tr>
<td>MLSP-202</td>
<td>Beginning Language II - Spanish</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Barbara Perić</td>
</tr>
<tr>
<td>MLRU-201</td>
<td>Beginning Language II - Russian</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Ana Peković</td>
</tr>
<tr>
<td>MLFR-201</td>
<td>Beginning Language II - French</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Tea Jahić</td>
</tr>
</tbody>
</table>
### FALL 3

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPT-383</td>
<td>Assessing and Improving Service Quality</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Milena Kužnin</td>
</tr>
<tr>
<td>ENGL-210</td>
<td>Literary and Cultural Studies</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Rebecca Charry</td>
</tr>
<tr>
<td>ENVS-151</td>
<td>Scientific Inquiries in Environmental Science</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>Staša Puškarić</td>
</tr>
<tr>
<td>MLGR-301</td>
<td>Intermediate Language I - German</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Nikolina Božinović</td>
</tr>
<tr>
<td>MLIT-301</td>
<td>Intermediate Language I - Italian</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Zrinka Friganović Sain</td>
</tr>
<tr>
<td>MLSP-301</td>
<td>Intermediate Language I - Spanish</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Barbara Peric Sain</td>
</tr>
<tr>
<td>MLRU-301</td>
<td>Intermediate Language I - Russian</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Tea Jahić</td>
</tr>
<tr>
<td>ANTH-350</td>
<td>Global Economy and Grassroots</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Vanda Bazdan</td>
</tr>
<tr>
<td>HSPT-212</td>
<td>Franchising in Service Sector</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Besim Agušaj</td>
</tr>
<tr>
<td>HSPT-131</td>
<td>Lodging Management Operations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Domagoj Nikolić</td>
</tr>
</tbody>
</table>

### SPRING 3

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTP-384</td>
<td>Strategic Financial Analysis</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Kevin Walker</td>
</tr>
<tr>
<td>HRDE-386</td>
<td>Human Resources Development</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Besim Agušaj</td>
</tr>
<tr>
<td>HSPT-381</td>
<td>Technology in Service Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Domagoj Nikolić</td>
</tr>
<tr>
<td>MLGR-302</td>
<td>Intermediate Language II - German</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Nikolina Božinović</td>
</tr>
<tr>
<td>MLIT-302</td>
<td>Intermediate Language II - Italian</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Zrinka Friganović Sain</td>
</tr>
<tr>
<td>MLSP-302</td>
<td>Intermediate Language II - Spanish</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Barbara Peric Sain</td>
</tr>
<tr>
<td>MLRU-302</td>
<td>Intermediate language II - Russian</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Tea Jahić</td>
</tr>
<tr>
<td>ANTH-301</td>
<td>Social and Cultural Theory (LAS I-2)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Vanda Bazdan</td>
</tr>
<tr>
<td>HSPT-372</td>
<td>Hospitality Entrepreneurship in the Global Economy</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Kevin Walker</td>
</tr>
<tr>
<td>HSPT-232</td>
<td>Hospitality Real Estate and Facility</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Domagoj Nikolić</td>
</tr>
</tbody>
</table>
### YEAR 4

#### FALL 4

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab Hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPT-481</td>
<td>Leadership Innovation in Service Industry</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Milena Kužnin</td>
</tr>
<tr>
<td>HSPT-374</td>
<td>Hospitality Enterprise Management and Growth</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Besim Agušaj</td>
</tr>
<tr>
<td>HSPT-477</td>
<td>Marketing for Entrepreneurs in Hospitality Industry</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Kevin Walker</td>
</tr>
<tr>
<td>HSPT-234</td>
<td>Negotiation &amp; Conflict Resolution</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Milena Kužnin</td>
</tr>
<tr>
<td>ANTH-350</td>
<td>Global Economy and Grassroots</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Vanda Bazdan</td>
</tr>
<tr>
<td>ECON-201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Perica Vojinić</td>
</tr>
</tbody>
</table>

#### SPRING 4

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab Hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPT-475</td>
<td>Entrepreneurial and Responsible Leadership for Hospitality Industry</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Milena Kužnin</td>
</tr>
<tr>
<td>HSPT-334</td>
<td>International Resort Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Besim Agušaj</td>
</tr>
<tr>
<td>HSPT-235</td>
<td>International Destination</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Leonardo Buzov Vulas</td>
</tr>
<tr>
<td>ANTH-210</td>
<td>Culture and Globalization</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Vanda Bazdan</td>
</tr>
<tr>
<td>HIST-266</td>
<td>History of Premodern Japan</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Francis Jean Brassard</td>
</tr>
<tr>
<td>HSPT-490</td>
<td>Senior Project</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Rebecca Charry</td>
</tr>
<tr>
<td>FOOD-161</td>
<td>Wines of the World</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>Domagoj Nikolić</td>
</tr>
</tbody>
</table>
YEAR 1 – COURSE DESCRIPTIONS
Critical Reading and Writing

Course description

UWRT-100 Critical Reading and Writing is a one semester, three-credit course designed to help students develop the literacy practices they will need to be successful in college.

Course objectives

Assignments are designed to challenge students intellectually and to stimulate their writing. By exploring different genres, students learn how writers employ basic features and strategies of a genre to reflect different rhetorical purposes. Through writing assignments, students will develop strategies for creative writing, generating ideas, and revising. Through inquiry-based assignment sequences, students will develop academic and literacy practices that will be further strengthened in their First-Year Writing Seminar course. Particular attention will be given to critical reading, information management, and synthesis of source materials, academic writing conventions, and revision. The course also emphasizes the principles of intellectual property and academic honesty.

Students will read, understand, interpret, and synthesize a variety of texts representing different cultural perspectives and/or academic disciplines.

Peer Response Groups will help students to learn how to critique their own and others’ works in order to become more independent and competent readers and writers. They will practice appropriate means of documenting their work.

Students will master syntax, grammar, punctuation, and spelling feature in an applied way: they will have to immediately apply various structures in conversation or written/oral exercises.

The instructor will also organize writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Learning outcomes

- Students will be able to write from specific perspectives, in discipline-specific assignments, and to specific audiences.
- Students will be able to apply the writing process to different writing contexts (e.g. personal essay, formal academic writing, and impromptu in-class writing).
- Students will use instructional feedback concerning strengths and weaknesses of their writing and suggested strategies for improvement in their revisions. Students will learn to recognize their own individual strengths and weaknesses as writers, and identify areas and strategies for improvement.
- By the end of the course, students will be able to revise their own writing independently in substantive ways.
• Students will be able to recognize and avoid various kinds of plagiarism by knowing how to synthesize sources into their own papers appropriately.
• Students will be familiar with RIT’s policy on academic honesty.
• Students will be able to express meaning with grammatical clarity and mechanical accuracy in Standard Written English, understanding how to consult a writer’s reference book as needed.

**Grading**

*Grading items*  
*Total number of points: 100*

- Paper 1: Descriptive Essay  
  10 points
- Paper 2: Explaining a Concept Essay  
  10 points
  10 points
- Peer Review Assignment: Peer Response Group Assignment  
  10 points
- Grammar Quiz  
  20 points
- Vocabulary Quiz  
  15 points
- Spelling Quiz  
  10 points
- Class Participation  
  15 points

**Class format:** 50 minutes lessons three times a week

**Course materials and textbooks:**

**Textbooks**


**Additional Course Material**

Note: A selection from different textbooks will also be used for this course and students will be given the material to study when they meet with their instructor or the material will be uploaded on myCourses.
Hospitality and Tourism Management Fundamentals

Course Description and objectives

HTM Fundamentals is an introductory course that provides students with an overview of the hospitality industry and career opportunities within the industry. Students examine the growth and development of industry segments and their distinguished characteristics, trends and current issues. The concepts and practices of hospitality management are examined and discussed.

Learning outcomes

- Describe the characteristics of the hospitality industry
- Discuss and analyze the importance of service in the hospitality industry
- Define and discuss the current trends and challenges in hospitality and tourism industry
- Discuss and identify career opportunities for hospitality graduates in tourism related industries (this goal also includes the concept of employability: required knowledge, skills and personal qualities that are expected of industry professionals)
- Describe the lodging and food and beverage industry
- Discuss the development of the meetings and events industry

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignments</td>
<td>10</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30</td>
</tr>
<tr>
<td>Team Assignment Project</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Class format:  Class hours 3  Lab hours 0

Course materials and textbooks:

Introduction to Hospitality Management (latest edition) by John R. Walker
Introduction to Management in the Hospitality by Clayton W. Barrows, Tom Powers
**Course Description**

This course provides the background for an introductory level, non-trigonometry based calculus course. The topics include a review of the fundamentals of algebra: solutions of linear, fractional, and quadratic equations, functions and their graphs, polynomial, exponential, logarithmic and rational functions, and systems of linear equations.

**Course objectives**

To learn the essential algebraic concepts and develop the manipulative skills appropriate for students enrolled in business and economics course required by their degree programs:

- to have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of algebra
- to provide students with the necessary manipulative skills required for solving problems in algebra
- to provide an opportunity for students to obtain a background in mathematics necessary to a study of business, economics, accounting, management, marketing, information technology, packaging science, hospitality and service management.

**Learning outcomes**

- Students will learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of algebra.
- Students will master the necessary manipulative skills required to solve problems in algebra.
- Students will be able to use algebra as a tool in solving applied problems in business, economics, accounting, management, marketing, information technology, packaging science, hospitality and service management.

**Grading**

<table>
<thead>
<tr>
<th>Test</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Test</td>
<td>15</td>
</tr>
<tr>
<td>Second Test</td>
<td>15</td>
</tr>
<tr>
<td>Midterm</td>
<td>30</td>
</tr>
<tr>
<td>Final test</td>
<td>35</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Class format:** Class hours 3  Lab hours 0
Course materials and textbooks:


Computer packages  Using spreadsheet – Excel
Foundations of Sociology

Course Description

An introduction to the way sociologists interpret social reality, including the elementary terms, foundational ideas, major insights, and research discoveries in the discipline. Included are topics such as statuses and roles, socialization, cultural variation, deviance, social stratification, social institutions, and social change. Fulfills a liberal arts core social/behavioral science requirement. Counts as a prerequisite for the sociology/anthropology concentration and minor, the international studies and urban communities studies majors, and as a prerequisite for the required cultures in globalization.

Course objectives

This course will introduce the student to the basic concepts in sociology, and to fundamental sociological approaches and methods. Sociology is interested in understanding social stability and social change. Social change, with all its conflicts and problems, has been the driving force in sociology. The course will examine the topic of social inequality, giving special attention to social stratification, racial-ethnic relations, and gender relations. It will cover the major institutions of society – family, the educational, religious, the political systems, the economy, and health care and medicine. We will explore the theme of social change through examination of collective behavior.

Learning outcomes

Upon completion of this course, the student will be able to:

- Describe fundamental sociological perspectives such as functional theory, conflict theory and symbolic interactionism and the feminist perspective;
- Compare micro-level analysis and state which level of analysis is utilized by each of the major theoretical perspectives;
- Identify debate issues and examine these issues in written debate notes;
- Organize and conduct small group debates;
- Select sociological themes or concepts and demonstrate these themes by employing research methods in your fields of interest;
- Discuss, write and critically analyze one cultural event attended during the semester in a reaction paper.
Grading

Two quizzes (2 x 25)  50 pts
Project Assignment  20 pts
Discussion papers (5 x 4) 20 pts
Class participation  10 pts
TOTAL  100 points

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:


Materials for each class will be posted on My Courses (under Content) a week in advance.

Additional readings:
• Finsterbush, K. & McKenna, G.: Taking Sides, DPG, Inc.
• Cuntz, Stephanie: The way we really are, Basic Books, 1998.
• Bloom, A. The Closing of the American Mind, Simon and Shuster, 1987
• RIT Research Databases

Documentary and feature films (video Presentations)
Delivery Etiquette in Hospitality

Course description

This course acts as an introduction to the world of public speaking, teaching students how to prepare and present individual as well as group presentations. Combining theoretic speech principles with experiential learning, students will learn how to structure and present informative and persuasive speeches.

Course objectives and learning outcomes

The primary objective of this course is to produce effective and confident public speakers. In support of this objective, students will learn how to:

- Consider and apply ethical standards in their speeches.
- Develop and incorporate critical thinking skills as related to speech development.
- Choose and narrow speech topics.
- Determine and develop the specific purpose, central idea, and main points of the speech.
- Organize the overall structure of their speeches.
- Gather information, conducting various forms of research.
- Utilize supporting information and materials soundly and persuasively.
- Select and incorporate appropriate visual aids for specific speeches.

Grading

The following means of evaluation and assessment will be used to grade students’ performances:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech #1</td>
<td>15 points</td>
</tr>
<tr>
<td>Speech #2</td>
<td>15 points</td>
</tr>
<tr>
<td>Speech #3</td>
<td>15 points</td>
</tr>
<tr>
<td>Speech #4</td>
<td>15 points</td>
</tr>
<tr>
<td>Examination #1</td>
<td>12 points</td>
</tr>
<tr>
<td>Examination #2</td>
<td>13 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

YearOne

Course description
YearOne Seminar is a course for first-year students designed to provide an introduction to college life and to support you as you adjust to your life at RIT Croatia. YearOne meets once per week for 12 weeks during the Fall semester. It includes lecturing, classroom discussions, and many guest speakers from the Zagreb, Dubrovnik, and Rochester campuses and will introduce you to many RIT resources.

Goals of the course:
- Vital resources: Introduce you to vital resources and services within the RIT community in order to navigate your way around in college life and to make most of your college experience.
- Academic preparedness: Familiarize with college level academic expectations and the resources to assist you in being academically successful.
- Inclusiveness: We address the issue of inclusiveness: Respecting and appreciating the complex and diverse perspectives within the RIT community. Increase your sense of belonging by providing opportunities for you to connect to one another and to the greater RIT community.
- Self-discovery: Explore and articulate your individual aspirations and values.
- Increase your awareness of your decision-making, of your daily choices, and resources that may help you.
- Engagement: You are expected to participate in campus events to integrate into the campus community (e.g. in Community Service Day, but also in party events like Fall BBQ or Holiday Auction).

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Email response</td>
<td>5 Points</td>
</tr>
<tr>
<td>2. Informational Interview Essay</td>
<td>15 Points</td>
</tr>
<tr>
<td>3. Meet your Faculty Adviser</td>
<td>10 Points</td>
</tr>
<tr>
<td>4. Meet Your Academic Adviser</td>
<td>10 points</td>
</tr>
<tr>
<td>5. Myers Briggs Personality Test &amp; Reflection</td>
<td>15 Points</td>
</tr>
<tr>
<td>6. Individual Coaching appointment</td>
<td>15 Points</td>
</tr>
<tr>
<td>7. Final essay</td>
<td>15 points</td>
</tr>
<tr>
<td>8. Class participation</td>
<td>15 points</td>
</tr>
</tbody>
</table>

TOTAL 100 points

Class format: Class hours 1 Lab hours 0

Course materials and textbooks: NO
HTM Marketing, Sales, and Public Relations

Course description

This course introduces students to hospitality marketing principles and sales techniques. Students will learn how to do effective hospitality-tourism industry market research, sales and marketing plans. This course will provide students with an understanding of sales management and public relations practices used by hospitality professionals. Current trends in global marketplace distribution and effective hospitality and tourism industry promotional strategies will also be examined. Emphasis is placed on hospitality-tourism industry target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations, and collateral materials. HSPT-181 (Hospitality and Tourism Management Fundamentals) is a recommended prerequisite.

Course objectives and learning outcomes

The primary objective of this course is to instill in students a broad sense and understanding of the roles and functions of sales in marketing departments in hospitality providers. In support of this objective, students will learn how to:

- Identify and define basic fundamental marketing, sales and public relations concepts in a global hospitality setting.
- Formulate marketing efforts for specific hospitality customer segments, including business, leisure, group and others.
- Apply price, pace, promotion and product concepts to the hospitality sector
- Identify critical elements of a successful hospitality sales process
- Determine pricing and marketing strategies pertaining to revenue management.
- Gather information, conducting various forms of research.
- Gain an understanding of the role current and new media have in hospitality services and how they impact operations.

Grading
The following means of evaluation and assessment will be used to grade students’ performances:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Examination #1</td>
<td>22</td>
</tr>
<tr>
<td>Examination #2</td>
<td>23</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3  Lab hours 0
Course materials and textbooks:


Other various articles and Internet sites and associated material may also be utilized.
Topics in Global Literature (Religions of the World)

Course description

This course primarily focuses on the theme of religious language and discourses. A religious discourse usually finds its source in an event, whether historical or mythical. That event thus becomes a reference point by which a person, individually or as a member of specific group, articulates his or her aspiration and defines the means to fulfill it. What is exactly this event? What are the presuppositions of the discourse that emerged from it? To what extent does this discourse shape one’s ideas of the natural and the supernatural realities? How does it define one’s relations with the others? These are the main questions this course is going to address.

Course objectives

The primary objective of this course is to familiarize the students with the general patterns or structures of religious discourses and consequently, to define its main elements. Such elements are principally, religious institutions, code of laws and rituals, myths and beliefs, and figures like shamans, prophets, spiritual guides, saviors, etc. Since every discourse produces its own concepts by which it reveals and articulates itself, the second objective is to understand the meaning of these concepts. For example, the word *dharma* as the teaching of the Buddha finds its full meaning in the context of a particular type of discourse whereas the same term, while defined as cosmic order within Hinduism, can only be understood in the light of the presuppositions of another type of discourse. A third objective for this course is the use and development of critical thinking. Critical thinking as a value finds its legitimacy within a specific discourse. Its effect is often to situate the subject outside what is critically assessed. There is also the value of engagement, which is very important in many religious discourses. Here we are not speaking of blind engagement but of critical engagement. Dialogue with the other, pursuit of research objectives and political actions for peace and improvement of society are all forms of engagement.

Grading

10 Short quizzes @ 5%      50%
2 Learning Cells @ 20%     40%
Participation                       10%
TOTAL                      100 points
**Class format:** Class hours  3  Lab hours 0

**Course materials and textbooks:**

All reading material related to the themes and specific content of this course will be provided in class. For general information regarding the religious traditions covered in the course students may use any resources available in local libraries or the internet.
Introduction to Statistics I

Course Description:
This course will study the statistical methods of presenting and analyzing data. Topics covered include descriptive statistics and displays, random sampling, the normal distribution, confidence intervals, and hypothesis testing. The statistical software MINITAB is used to reinforce these principles and to introduce the use of technology in statistical analysis. This is a general introductory statistics course and is intended for a broad range of programs. Note: This course may not be taken for credit if credit is to be earned in STAT-205. (MATH-101 College Algebra or equivalent) Class 3, Credit 3 (F, S, Su)

Goals of the Course

- To have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of Data Analysis.
- To provide students with the necessary manipulative skills required for solving problems.
- To provide an opportunity for students to obtain a background in mathematics necessary to a study of business, economics and medical sciences

Learning outcomes

- Demonstrate a working knowledge of definitions, concepts, rules, vocabulary, and notation of statistics.
- Perform basic statistical calculations
- Describe data sets with statistical measures and displays
- Formulate simple hypothesis tests and state conclusions

Grading

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Test</td>
<td>30</td>
</tr>
<tr>
<td>Midterm</td>
<td>30</td>
</tr>
<tr>
<td>Final test</td>
<td>30</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Moore and McCabe, Introduction to the Practice of Statistics, Freeman, New York, NY.
Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Brooks/Cole, Pacific Grove, CA.
American Studies

Course description

American studies is a crossroads space where American culture and history are studied from multiple perspectives. It offers a glimpse into a big picture of America through literary, historical, and cultural snapshots of American life. It asks students to think in relational ways. What did it mean, for example, to be an American in 1953 and how is that experience different from today? How are the ideals of America as the land of liberty and freedom perceived at home and in the world? How do national politics shape literary formations? This version of the course focuses on American literature of the 1950s that decade wedged between the end of World War II and the beginning of the psychedelic 1960s. Through literature, film, photography, and popular culture we develop a deeper understanding of the complex and shifting meanings of American identity, individually and nationally. Assignments include investigations of key words, literary analysis, oral history, researched essays and student presentations. By holding a mirror up to a single decade we also expand our awareness and understanding of our own times.

Course Objectives

- To enable students to acquire an introductory and interdisciplinary framework for studying American culture.
- To develop students understanding of American Studies methodologies and vocabulary.
- To enhance students’ ability to read American through multiple forms, which might include texts, film, built environments, music, art, photography, science, artifacts, technology, electronic media, as introduced by the instructor, but also as researched and presented by students.
- To expand students’ perceptions of representations of America and deepen students’ awareness of Americas presence in the world and the world in America.
- To hone students writing, thinking, and speaking skills

Learning Outcomes

- Think critically about important periods in American history
- Write clearly and persuasively on social, cultural, political, and artistic issues related to American Studies
- To speak and write knowledgably about American history and Americas presence in the world
- In each case the instructor will assess student success in achieving these outcomes by means of appropriate class discussions, written assignments, exams, oral presentations, and other graded activities.
## Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three quizzes</td>
<td>36</td>
</tr>
<tr>
<td>Weekly vocabulary homework (2 points each)</td>
<td>24</td>
</tr>
<tr>
<td>Reflection journal</td>
<td>16</td>
</tr>
<tr>
<td>Group project</td>
<td>14</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Class format:**  Class hours  3  Lab hours 0

**Course materials and textbooks:**


Other reading assignments will be posted on *myCourses*. 
Ecology of Dalmatian Coast

Course Description

This course is an introduction to population, community and ecosystem ecology, stressing the dynamic interrelationships of plant and animal communities of the Dalmatian Coast. The course includes such ecological concepts as energy flow and trophic levels in natural communities, population and community dynamics, biogeography and ecosystem ecology. Field trips to local ecosystems are included. Class 3, Lab 2, Credit 4 (S)

Goals of the course

- to explain and synthesize ecological concepts at the individual, population, community, and ecosystem level
- to learn about experimental design and local ecosystems
- to critically read scientific articles
- revise and improve written content

Learning Outcomes

- Identify, explain, and assess different viewpoints, pressures, and conflicts associated with environmental issues
- Develop analytical capabilities through field exercises
- Critically evaluate materials presented in class and during labs.
- Defend claims and solutions using evidence gathered from primary literature
- Identify how human actions impact the concept of sustainability and ways to minimize these impacts
- Demonstrate ability to work on a group assignment
- Improve communication skills

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Discussion paper</td>
<td>20</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>5</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Class format: Class hours 3  Lab hours 2

Course materials and textbooks:


Papers selected from the primary literature (updated annually)
YEAR 2 – COURSE DESCRIPTIONS
Meeting and Event Management

Course Description
As companies and associations continue to grow they find their members are an increasingly diverse groups comprising many cultures, professions and belief systems. While various digital technologies are ways to keep informed, the need to meet and discuss, in real time, what needs to be done has actually increased. Meetings today help us celebrate meaningful events, change the way people behave, motivate employees to perform better and solve problems by people and ideas. In order to demonstrate value to the stakeholders, the contemporary meeting and event planners must know how to plan, execute and evaluate any type of event. This course shows the student how to go about doing this, from writing a purpose and goals for the meeting to financial break downs and gathering feedback, all while staging the event of a life time, over and over again!

Course Overview
This course will introduce the student to the field of Meeting Planning from the perspective of the independent and corporate meeting professional as well as the exhibit manager. We will cover the identification of the elements of a meeting including timing, goals, equipment, transportation, budgeting, group analysis, history, site selection and a variety of other components necessary to successfully manage meetings. In addition, we will examine the process of booth design and goal setting for exhibits. Exhibits will be discussed from the perspective of revenue generation for meeting managers.

Learning Outcomes
- Students will identify and describe the meeting profession.
- The student will list the phases involved in meeting planning.
- An examination and analysis of learning styles will be undertaken.
- Students will examine and define the process of collecting and evaluating data.
- Students will write and analyze meeting exhibition goals.
- Students will analyze models for developing meeting plans.
- Students will demonstrate various methods used in meeting promotion and attendance building strategies for both conventions and exhibits.
- Students will describe and analyze the destination and site selection process.
- Students will design a meeting room and exhibit booth.
**Grading**

- Participation 20 points
- Three exams (20 points each) 60 points
- Group Project 20 points
- **TOTAL** 100 points

**Class format:** Class hours 3  Lab hours 0

**Course Materials and textbooks:**

- Suggested outside readings: Successful Meetings Magazine, Meeting News
Financial Accounting

Course Description

This course acts as an introduction to the way in which corporations report their financial performance to interested stakeholders like investors and creditors. Coverage of the accounting cycle, generally accepted accounting principles, and analytical tools help students become informed users of financial statements.

Course Objectives

The primary objective of this course is to introduce accounting as an information system which provides data to external parties who are making economic decisions that may affect the wealth of stakeholders. Subsequent course learning objectives include:

- Provide students with the basic concepts of financial accounting.
- Provide an understanding of basic financial statements with emphasis placed on specific components of the balance sheet, income statement, statement of cash flows, and analysis of those components.
- Demonstrate a basic awareness of the underlying accounting system which is used to keep track of the results of transactions and events. This includes knowing the accrual basis of accounting (differences from cash basis in terms of results of operations measurement for example), debit/credit language, using journal entries and T-accounts to explain the consequences of transactions and events as well as their helpfulness as analytical tools.
- Use information in financial statements to help make various types of decisions about an organization (e.g., knowing and being able to calculate and understand the results of ratios associated with basic financial statement analysis).
- Have an introductory knowledge of how to use the available tools of accounting - including such tools as the professional literature, research literature, databases, computer software - to help clarify accounting concepts and issues, analyze options, and make decisions or solve problems.
- Become aware of the importance of ethics, values, and interpersonal skills in dealing with accounting issues.

Grading

The following means of evaluation and assessment will be used to grade students’ performances:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project and assignments</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (3X5)</td>
<td>15</td>
</tr>
<tr>
<td>Examination 1</td>
<td>22</td>
</tr>
<tr>
<td>Examination 2</td>
<td>23</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0
**Course Materials and textbooks:**

Readings will be posted on myCourses. A reading packet is **not** required. The primary sources of reading material are:


Other various articles and Internet sites and associated material may also be utilized.

Calculator: each student must have their own electronic calculator. A financial calculator is preferable for any business course, but any four function calculator will be acceptable.
Principles of Microeconomics

Course description
Microeconomics studies the workings of individual markets. That is, it examines the interaction of the demanders of goods and services with the suppliers of those goods and services. It explores how the behavior of consumers (demanders), the behavior of producers (suppliers), and the level of market competition influence market outcomes. Prerequisite for economics concentration and minor; prerequisite for economic and international studies programs; and a social science core course but no prerequisite for Principle of Macroeconomic course.

Course Rationale and Objectives

The goal of microeconomics is to analyze market mechanisms that establish relative prices among goods and services and allocation of limited resources among many alternative uses. Microeconomics analyzes market failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for perfect competition.

Principles of Microeconomics provides a solid foundation for economic analysis and thinking that can last throughout student education and subsequent professional careers. This course begins with an introduction to supply and demand and the basic forces that determine an equilibrium in a market economy. Next, it introduces a framework for learning about consumer behavior and analyzing consumer decisions. We then turn our attention to firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. The final section of the course provides an introduction to some of the more advanced topics that can be analyzed using microeconomic theory.

By the end of the course, student will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy.

Grading

Final grade will depend on the weighted average of the grading components and scaling system is as follows:

- Quiz 1 = 15% of grade
- Exam 1 = 30% of grade
- Quiz 2 = 15% of grade
- Exam 2 = 30 % of grade
- Group presentation = 10 % of grade
- Total = 100 %
- Team presentation = winner, all team members 5 % extra

Class format: Class hours 3  Lab hours 0
Course materials and textbooks:

Michael Parkin, *Microeconomics*, 10th Global Edition, (Pearson Education Limited: 2012). Electronic files, links and case studies concerning topics will individually be posted on Mycourses that is why students are not required to have the textbook. All reading materials will be provided and/or posted on *myCourses*, students that miss the previous class are expected to have read the materials and be prepared for the next class. On occasion students will be expected to bring materials provided in previous sections.
Writing Seminar

Course Description

This class is an intensive introduction to researched writing. Students will develop proficiency in analytical writing, critical reading and critical thinking, by writing within a variety of contexts and with a variety of purposes. Students will develop writing strategies and research skills that they will draw on throughout their academic careers. There will be particular attention to the writing process including an emphasis on teacher-student conferencing, self-assessment, class discussion, peer review, formal and informal writing, research and revision.

Course objectives

Students will:
- practice the appropriate writing process strategies: pre-writing, composing and revising, editing, and consideration of audience and purpose
- employ critical and creative thinking skills for self-assessment and reflection on the writing process
- apply the appropriate grammatical and mechanical structures to support the development of their writing and to successfully express meaning
- read advanced college-level texts for the purposes of discussion and composition
- collaborate with peers and learn how to supply effective feedback
- use a range of technologies to address different audiences

Grading:

- “Short” proposal 5 pts.
- “Long” Proposal 5 pts.
- Rough Outlines 5 pts.
- Working Bibliography 5 pts.
- Annotated Bibliography 15 pts.
- Formal Outline 15 pts.
- Draft #1 Research Paper 10 pts.
- Draft #2 Research Paper 15 pts.
- Final Draft of research paper 25 pts.

TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Beginning German I

**Course description**
This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning German as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the German-speaking countries. Students must take a placement exam if this is their first RIT class in German and they have some prior study of German. Class 4, Credit 4 (F)

**Course objectives**
The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in German speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today.

**Learning Outcomes**
By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 German words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in German speaking countries.

**Grading**
The following categories will determine your grade:

- Homework and/or Other Written Assignments 10 points
- Quizzes (3 quizzes) (3 x 20) 60 points
- Oral In-class Examination (2 x 5) 10 points
- Final Oral Exam 10 points
- Class Absences and Class Participation 10 points
- **TOTAL:** 100 points

**Class format:** Class hours 4  Lab hours 0
Course materials and textbooks:

DEUTSCH HEUTE, INTRODUCTORY GERMAN, Tenth Edition,
Moeller, Adolph, Hoecherl-Alden, Berger, Huth, Heinle, Cengage Learning
DEUTSCH HEUTE, Premium Website
DEUTSCH HEUTE, Student Activities Manual
http://dict.tu-chemnitz.de/ (Beolingus-Your Online Dictionary)
Beginning Italian I

Course Description

This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Italian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the Italian-speaking countries. Students must take placement exam if this is their first RIT class in Italian and they have some prior study of Italian. Class 4, Credit 4 (F)

Course Objectives

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in Italy and Italian speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today.

Learning Outcomes

By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 Italian words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in Italian speaking countries.

Grading

The following categories will determine your grade:

- Homework and/or Other Written Assignments 10 points
- Quizzes (3 quizzes) (3 x 20) 60 points
- Oral In-class Examination (2 x 5) 10 points
- Final Oral Exam 10 points
- Class Absences and Class Participation 10 points
- TOTAL 100 points
Class format:  Class hours 4  Lab hours 0

Course materials and textbooks:


Additional books

Progetto italiano 1 – S. Magnelli, T. Marin – Edilingua

Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze

Eccol' Grammatica italiana - Claudio Manella - Progetto Lingua Firenze

Grammatica essenziale della lingua italiana – Marco Mezzadri - Guerra edizioni Perugia

Cantachetipassa, impararel'italiano con le canzoni, Ciro Massimo Naddeo e Giuliana Trama,

ALMA Edizioni, 2000

Cinema italiano, impararl'italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, EdizioneRedux
Beginning Spanish I

Course description
This course introduces the Spanish language and the culture of Hispanic countries to beginners, and provides a basic foundation in all skills in Spanish (speaking, listening, reading, writing, culture) through intensive practice in a variety of media. Language work progresses from autobiographical information, through the present tense, to preliminary work in the past tenses. Students must take placement exam if this is their first RIT class in Spanish and they have some prior study of Spanish. Class 4, Credit 4 (F)

Course Objectives
The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in Spain and Spanish speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today.

Learning Outcomes
By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 Spanish words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in Spanish speaking countries.

Grading
The following categories will determine your grade:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10 points</td>
</tr>
<tr>
<td>Quizzes (3 quizzes) (3 x 20)</td>
<td>60 points</td>
</tr>
<tr>
<td>Oral In-class Examination (2 x 5)</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Oral Exam</td>
<td>10 points</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
</tr>
</tbody>
</table>
**Class format:** Class hours 4  Lab hours 0

**Course materials and textbooks:**

*PLAZAS, Lugar de encuentros, Robert Hershberger, Susan Navey-Davis, Guiomar Borrás Álvarez, Fourth edition, HEINLE CENGAGE Learning*

**Additional books:** Keith Chambers; *Beginner’s Spanish Grammar*; teach Yourself Books (or any other grammar of the Spanish language)
Beginning Russian I

Course Description
This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Russian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the Russian-speaking countries. Students must take a placement exam if this is their first RIT class in Russian and they have some prior study of Russian. Class 4, Credit 4 (F)

Course Objectives
The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Russian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in Russian speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today.

Learning Outcomes
By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 Russian words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in Russian speaking countries.

Grading
The following categories will determine your grade:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (3 quizzes) (3 x 20)</td>
<td>60</td>
</tr>
<tr>
<td>Oral In-class Examination (2 x 5)</td>
<td>10</td>
</tr>
<tr>
<td>Final Oral Exam</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 4 Lab hours 0
Course materials and textbooks:

„Golosa“ – A Basic Course in Russian by Richard Robin et al., fifth edition, Pearson

„Golosa“ – Student Activity Book

„Golosa“ - CDs
Beginning French I

Course description
This course introduces the French language and the culture of French speaking countries to beginners, and provides a basic foundation in all skills in French (speaking, listening, reading, writing, culture) through intensive practice in a variety of media. Language work progresses from autobiographical information, through the present tense, to preliminary work in the past tenses. Students must take placement exam if this is their first RIT class in French and they have some prior study of French. Class 4, Credit 4 (F)

Course Objectives
The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in French as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in France and French speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today.

Learning Outcomes
By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 French words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in French speaking countries.

Grading
The following categories will determine your grade:

Homework and/or Other Written Assignments 10 points
Quizzes (3 quizzes) (3 x 20) 60 points
Oral In-class Examination (2 x 5) 10 points
Final Oral Exam 10 points
Class Absences and Class Participation 10 points

TOTAL 100 points

Class format: Class hours 4 Lab hours 0
Course materials and textbooks:

Horizons, 6th edition by Manley, Smith, McMinn, and Prévost

Horizons, Workbook/Lab Manual—available online via QUIA

Text Audio CDs & Resources available through the Heinle Learning Center (iLrn)

Additional course material:

Les 500 Exercices de phonétique A1/A2 – Hachette, 2009

Service Management in Global Economy

Course Description

There are almost no businesses today that do not require some sort of service delivery package for the consumer. This course focuses on how a business identifies, qualifies, and measures a service as the main product of its operations. While a tangible product may also be involved, this class focuses on the service component. As companies globalize the need to provide service at different levels is compounded by the need to consider alternate distribution systems. This course follows service from its conceptual start, through its packaging, delivery, and quality control systems. We also consider the implications of the experience economy.

Course Overview

This course is a basic course designed to introduce the student to what we mean by service innovation and wowing the customer. Globalization of services carries with it increasing global standards. This course examines different kinds of standards, especially those related to international trade and commerce. Students are expected to identify situations in which standards are mandated, identify the relevant standards, and then describe the applications of the appropriate standards. The course also looks at current issues and emerging trends in standards.

While other courses in the program use service concepts in them, this class will be the one where students are exposed to the service concept on a stand-alone basis.

Learning outcomes

- Students will define the concept of service management
- Students will define the experience economy
- Students will explain global economy and how it affects the current and future development of economies
- Students will identify and analyze any standard (including scope, source, purpose, those obligated, required/voluntary, inspector/enforcer, consequences, and implications)
- Students will analyze how culture changes the service dialogue

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Three exams (20 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Two Case Studies (5 points each)</td>
<td>10</td>
</tr>
<tr>
<td>Writing Standards Exercise</td>
<td>5</td>
</tr>
<tr>
<td>Final Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Class format:**  Class hours 3  Lab hours 0

**Course materials and textbooks:**

Services Management, The New Paradigm in Hospitality by Kandampully, Jay A.
PDF files on *myCourses* and printed articles handed in class
Critical Thinking

Course Description
An introduction to philosophical analysis, especially as it may be applied in contexts other than professional philosophy, but also including normative issues such as ethics and aesthetics.

Course Objectives
- To sharpen critical thinking skills by examining standards of good reasoning.
- To provide an introduction to formal and informal methods of argument evaluation
- To develop the ability to reconstruct arguments.
- To learn specialized techniques of analysis and evaluation suitable for specific topics, including normative issues such as ethics and aesthetics.
- To improve students’ ability to construct strong arguments on a variety of topics, including normative issues such as ethics and aesthetics.
- To show the connection between argument analysis and issues of a general philosophical nature.

Learning Outcomes
Upon completion of this course, the student will be able to:

- Recognize, analyze, and evaluate arguments with both descriptive and normative (ethical) content.
- Recognize and avoid common logical fallacies.
- Construct cogent arguments on specific topics.

Grading

Three in class analytical essays 3 x 10= 30 pts
Exercises (mostly in-class) 5 x 4 = 20 pts
Discussion papers 5 x 2 = 10 pts
Two Quizzes 2 x 15 =30 pts
Class participation 10 pts
TOTAL 100 points

Class format: Class hours 3  Lab hours 0
Course materials and textbooks:

**Materials for each class will be posted on My Courses (under Content).**

(1) The following are sample texts, from which excerpts might be assigned:
- Bickenbach and Davies, Good Reasons for Better Arguments (Broadview).
- Fogelin and Sinnott-Armstrong, Understanding Arguments (Harcourt).
- Thomas McKay, Reasons, Explanations, and Decisions (Wadsworth)
- Kahane and Cavender, Logic and Contemporary Rhetoric (Wadsworth).
- Munson, Conway, and Black, The Elements of Reasoning, (Wadsworth).
- Hugh Curtler, Ethical Argument: Critical Thinking in Ethics (Oxford)
- Chafee, Thinking Critically (Wadsworth)

Articles by various philosophers *(see Class schedule)*

(2) Additional online sources:
- Stanford Encyclopedia of Philosophy
- The Perseus Project

Classical Texts on the Internet (= [www.classics.mit.edu](http://www.classics.mit.edu))
- [http://www.rit.edu/cla/philosophy/ExternalLinks.html](http://www.rit.edu/cla/philosophy/ExternalLinks.html)
- RIT Databases (especially JStor)
Technical Writing

Course description

Provides knowledge of and practice in technical writing. Key topics include audience analysis; organizing, preparing and revising short and long technical documents; designing documents using effective design features and principles, and formatting elements using tables and graphs; conducting research; writing technical definitions, and physical and process descriptions; writing instructions; and individual and group peer editing. Class 3, Credit 3 (varies)

Course description

The intent of this course is to prepare students for the type of professional communication they are likely to engage in during their first post-college jobs and beyond and, ultimately, to prepare them to work with other people in a professional environment.

All employment and many school situations involve working and communicating with other people. A student’s ability to express his or her ideas to others is very often going to be a determining factor in how they are perceived by others, and has a very marked impact on his or her overall career. This course will help students to develop skills in three major areas: group communication and dynamics, written communication and oral communication. In addition, students will also practice to improve their listening and reading skills.

The major part of the course focuses on technical communication, i.e. the presentation of specialized information in an accessible way to a variety of different audiences which will all expect clarity, accuracy, and professionalism. The study of technical writing teaches effective, clear and organized communication in an increasingly busy world of today and some of the key points of this course will be learning how business-centered language works and how best to address an audience. This knowledge should allow students the ethical exercise of power in expressing themselves, and will hopefully encourage assertiveness and co-operative effort in them. Since the purpose of the course is to improve those skills that highlight a successful professional technical communicator, most specifically the focus will be on the process of writing (including planning and organization, outlining, summarizing and presenting data, handling references, and editing).

Oral presentations will also be a part of the in-class work. Since good collaboration is often a key part of the professional realm, students will spend a lot of time working with their classmates, participating in brainstorming sessions, providing constructive criticism, and preparing together for their final project.
Course objectives
The primary aim of this course is to improve your ability to communicate effectively, through writing and through spoken word, in a business environment. In order to do so, students will learn to do the following:

- introduce the proper format of various types of business documents (memos, letters, and reports)
- present the proper preparation of a résumé
- develop proficiency writing a variety of professional documents with sensitivity to their audience and use
- produce persuasive texts that reflect the degree of available evidence and take into account counter arguments
- understand and practice the skills needed to produce competent, professional writing, including planning, drafting, revising and editing
- develop and identify appropriate research skills necessary to gather and organize information for action in an applied situation
- understand basic document design and organization skills in print and digital media

Learning Outcomes
Upon successful completion of this course, students should be able to:

- prepare, organize, and design a variety of effective documents for well-defined audiences
- research, document, and present appropriate and valid data, conclusions and recommendations for action in an applied situation
- function effectively as writers and editors in collaborative writing tasks
- express themselves effectively in common college-level written forms using standard American English
- revise and improve written and visual content
- express themselves effectively in presentations
- comprehend information accessed through reading and discussion
- analyze similarities and differences in human experiences and consequent perspectives
- examine connections among the world populations
- demonstrate creative/innovative approaches to course-based assignments or projects
- describe the potential and the limitations of technology
- interpret and evaluate artistic expression considering the cultural context in which it was created
In most cases, the instructor will assess student success in achieving these outcomes by means of appropriate written assignments and other graded activities.

**Grading**

The grade will be based on a variety of assignments, some individual and some collaborative, accounting for roughly 25 pages of final, polished writing. The specific breakdown is as follows:

| Assignment 1: Audience-Based Resume and Cover | 10% |
| Assignment 2: Defining a Term for Two Distinct Audiences | 10% |
| Midterm: Project Proposal | 15% |
| Assignment 3: Progress Report (Survey/Interview Questions for Final Project) | 5% |
| Assignment 4: Instructions | 10% |
| Assignment 5: Project Presentation/Oral Report | 10% |
| Assignment 6: Final Project/Final Report | 25% |
| Homework: Out and in-class activities, draft workshops, participation and professionalism | 15% |

**TOTAL 100 points**

**Class format:** Class hours 3  Lab hours 0

**Course materials and textbooks:**


**Other materials:**

An updated grammar/style guidebook to help you identify proper citations, and to assist you with your grammar, diction and syntax issues is highly recommended, such as:


Beginning German II

Course description

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning German as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the German-speaking countries. (MLGR-201 Beginning German I or equivalent; students must take the placement exam if this is their first RIT German class, and they have some prior study of German) Class 4, Credit 4 (S)

Course Objectives

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in German speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in German speaking countries today.

Learning Outcomes

By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 German words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in German speaking countries.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (3 quizzes) (3 x 20)</td>
<td>60</td>
</tr>
<tr>
<td>Oral In-class Examination (2 x 5)</td>
<td>10</td>
</tr>
<tr>
<td>Final Oral Exam</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Class format: Class hours 4 Lab hours 0

Course materials and textbooks:

DEUTSCH HEUTE, INTRODUCTORY GERMAN, Tenth Edition,
Moeller, Adolph, Hoecherl-Alden, Berger, Huth, Heinle, Cengage Learning
DEUTSCH HEUTE, Premium Website
DEUTSCH HEUTE, Student Activities Manual

Additional books
German College Dictionary, Harper-Collins, Second Edition (or any other dictionary of the German language)
Grammar of the German language
http://dict.tu-chemnitz.de/ (Beolingus-Your Online Dictionary)
Beginning Italian II

Course description
This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Italian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the Italian-speaking countries. (MLIT-201 Beginning Italian I or equivalent; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian) Class 4, Credit 4 (S)

Course Objectives
The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in Italian speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in Italy today.

Learning Outcomes
By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 Italian words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in Italian speaking countries.

Grading
Homework and/or Other Written Assignments 10 points
Quizzes (3 quizzes) (3 x 20) 60 points
Oral In-class Examination (2 x 5) 10 points
Final Oral Exam 10 points
Class Absences and Class Participation 10 points
TOTAL 100 points
**Class format:**  Class hours 4  Lab hours 0

**Course materials and textbooks:**


**Additional books**

*Progetto italiano* 1 – S. Magnelli, T. Marin – Edilingua

*Italian Grammar in Practice* - Susanna Nocchi - Alma Edizioni Firenze

*Ecco! Grammatica italiana* - Claudio Manella - Progetto Lingua Firenze

*Grammatica essenziale della lingua italiana* – Marco Mezzadri - Guerra edizioni Perugia

*Cantachetipassa*, impararel’italiano con le canzoni, Ciro Massimo Naddeo e GiulianaTrama, ALMA Edizioni, 2000

*Cinema italiano*, imparal’italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, EdizioneRedux
Beginning Spanish II

Course description
This course continues the basic grammatical structures, vocabulary and situations of first-year Spanish. Beginning Spanish 2 continues work in the past tenses and includes work on the subjunctive mood, plus the future and conditional tenses. Students work on paragraph-length speech and writing, and move toward readiness for conversation and composition. (MLSP-201 Beginning Spanish I or equivalent proficiency) Class 4, Credit 4 (S)

Course Objectives

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in Spanish speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in Spanish speaking countries today.

Learning Outcomes

By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 Spanish words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in Spanish speaking countries.

Grading
Homework and/or Other Written Assignments 10 points
Quizzes (3 quizzes) (3 x 20) 60 points
Oral In-class Examination (2 x 5) 10 points
Final Oral Exam 10 points
Class Absences and Class Participation 10 points
TOTAL 100 points

Class format: Class hours 4  Lab hours 0

Course materials and textbooks:

PLAZAS, Lugar de encuentros, Robert Hershberger, Susan Navey-Davis, Guiomar Borrás Álvarez, Fourth edition, HEINLE CENGAGE Learning

Additional books: Keith Chambers; Beginner’s Spanish Grammar; teach Yourself Books (or any other grammar of the Spanish language)
Beginning Russian II

Course Description

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Russian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in Russian-speaking countries. (MLRU-201 Beginning Russian I or equivalent; students must take the placement exam if this is their first RIT Russian class, and they have some prior study of Russian) Class 4, Credit 4 (S)

Course Objectives

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Russian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in Russian speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in Russian speaking countries today.

Learning Outcomes

By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 Russian words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in Russia.

Grading

Homework and/or Other Written Assignments 10 points
Quizzes (3 quizzes) (3 x 20) 60 points
Oral In-class Examination (2 x 5) 10 points
Final Oral Exam 10 points
Class Absences and Class Participation 10 points

TOTAL 100 points

Class format: Class hours 4 Lab hours 0
Course materials and textbooks:

„Golosa“ – A Basic Course in Russian by Richard Robin et al., fifth edition, Pearson

„Golosa“ – Student Activity Book

„Golosa“ - CDs
Beginning French II

Course description
This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning French as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in French-speaking countries. (MLFR-201 Beginning French I or equivalent proficiency) Class 4, Credit 4 (S)

Course Objectives

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in French as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.

A second important aim of the course is to introduce students to contemporary life and culture in French speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in French speaking countries today.

Learning Outcomes

By the end of the course, students should be able to use with confidence the basic structures of the language, to have mastered an active vocabulary of approximately 1,200 French words and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of culture in French speaking countries.

Grading

Homework and/or Other Written Assignments 10 points
Quizzes (3 quizzes) (3 x 20) 60 points
Oral In-class Examination (2 x 5) 10 points
Final Oral Exam 10 points
Class Absences and Class Participation 10 points
TOTAL 100 points

Class format: Class hours 4 Lab hours 0

Course materials and textbooks:

Horizons, 6th edition by Manley, Smith, McMinn, and Prévost
Horizons, Workbook/Lab Manual—available online via QUIA

Text Audio CDs & Resources available through the Heinle Learning Center (iLrn)

Additional course material:

Les 500 Exercices de phonétique A1/A2 – Hachette, 2009

YEAR 3 – COURSE DESCRIPTIONS
Assessing & Improving Service Quality

Course Description
Quality is essential in all sectors of the economy, especially service and health care. The course lays a foundation for the use of quality tools and processes needed for improvement and innovation. The course teaches quality tools and processes which will be used in other HSPT courses (like Senior Project). Topics range from a general overview of quality systems (like TQM, QFD, and six sigma) to specific quality tools (like Pareto charts and activity network diagrams). The course sets the foundation for Senior Project (HSPT-490).

Course Overview
This course is about how to better understand what service quality really is, how to measure and improve it and how to be a better prepared manager in today’s global market. It is also about creating awareness about customers as vital parts of any service oriented organization. This course argues that the only way out of the global crisis is if the organizations put quality at their hearts and create a collaborative effort to achieve it on a daily basis.

Program Learning Outcomes
- Define and explain the hospitality service industry, its customers, and its main outcomes
- Explain how hospitality service industry differs from other industries
- Describe the 4-step, general process for improving service quality
- List, identify, and explain general quality concepts (Deming, Juran, TQM, Six Sigma, BSC)
- Design, develop and administer a service assessment tool (e.g., questionnaire, mystery shopping) for a selected sample or population
- List, identify and use the 7 quality management tools

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Team Participation</td>
<td>15</td>
</tr>
<tr>
<td>Develop and administer a questionnaire</td>
<td>5</td>
</tr>
<tr>
<td>Team Project – World Quality Week</td>
<td>5</td>
</tr>
<tr>
<td>Mystery Shopper Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Three Quizzes (20 pts each)</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


PDF files on myCourses and printed articles handed in class
Literary and Cultural Studies

Course description

Students will study literary and cultural texts selected from traditional literature to contemporary media and culture (including mythology, poetry, plays, novels, film, graphic novels, and digital literature). Students will analyze these texts from a variety of perspectives and become familiar with the history of debates about literature and/or culture as arenas of human experience.

Goals of the course

- to develop analytical skills through reading, discussion, and writing
- to develop critical thinking skills through close reading of literary texts, cultural artifacts, and critical/analytical essays on these subjects
- to introduce the skills, principles, and terminology of literary interpretation
- to gain an appreciation for the art and politics of literary and cultural representations
- to develop an awareness of the correlation between literary and cultural artifacts, and their social and cultural contexts
- to gain a broad understanding of genres—in literary, oral, aural, and visual media—as well as how these genres can interact with one another
- to become familiar with scholarly and popular debates over literary canons, critical analysis, and cultural studies

Learning outcomes

Students will:

- Consider the reasons that people read and write literature
- Consider the social and personal function of literature and other creative arts
- Experience reading as a sustained activity over a period of several months, with a peer cohort
- Develop English vocabulary
- Consider style of expression and the writer’s craft
- Develop skills in close reading, note taking, and attention to textual detail
- Develop an understanding of the impact of authors’ cultural and historical circumstances on their work
- Recognize connections between literature and life
- Use the RIT library electronic databases to search for contemporary short stories
- Practice their presentation and public speaking skills
### Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Reader Response Journals (3x8)</td>
<td>24</td>
</tr>
<tr>
<td>Poetry test</td>
<td>18</td>
</tr>
<tr>
<td>Short story test</td>
<td>18</td>
</tr>
<tr>
<td>Student-led discussion on selected contemporary short story</td>
<td>10</td>
</tr>
<tr>
<td>Test on student-selected stories and film</td>
<td>8</td>
</tr>
<tr>
<td>Final creative essay</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Class format:**  Class hours  3  Lab hours 0

**Course materials and textbooks:**

The Course Packet should be purchased at the RIT Croatia copy center. Older course packets are out of date and should not be used.

Additional required readings may be posted on *My Courses*. These readings will be announced by the professor. Students will be expected to download, print, read and save these texts.
Scientific Inquires in Environmental Science

Course description

This course is part of a two-semester sequence that when combined presents an integrated approach to the interrelated, interdisciplinary principles of environmental science through case studies, site visits, and field work. Through assigned readings, classroom discussion and case studies dealing with global environmental issues as well as the environmental issues related to the Dalmatian coast, students will learn how to critically analyze environmental problems from a multidisciplinary perspective and to propose solutions. (COS-ENVS-150) Class 3, Lab 2, Credit 4 (F)

Course objectives

This course will introduce students to interdisciplinary environmental problems with a focus on the underlying scientific principles surrounding the issues.

Students will learn problem solving techniques that integrate concepts and tools across disciplines and learn to conceptualize environmental problems from multiple perspectives.

Learning Outcomes

- Identify, explain, and assess different viewpoints, pressures, and conflicts associated with environmental issues
- Develop analytical capabilities through field exercises
- Critically evaluate materials presented in class and during labs
- Defend claims and solutions using evidence gathered from primary literature
- Identify how human actions impact the concept of sustainability and ways to minimize these impacts
- Demonstrate ability to work on a group assignment
- Improve communication skills

Grading

Exams, papers, group projects, class discussion, oral presentation

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

Griffin, J.M. *Global Climate Change: the science, economics and politics.* The Bush School, College Station, TX

Intermediate German I

Course description

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in German. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary German life and culture. (MLGR-202 Beginning German II or equivalent proficiency; students must take the placement exam if this is their first RIT German class, and they have some prior study of German) Class 3, Credit 3 (F)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the German language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in German.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: German, their own view of it and their perspective of that situation in their own country. They will learn how to converse in German and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in German on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in German, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45</td>
</tr>
<tr>
<td>Debates</td>
<td>7</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Class format:** Class hours 3 Lab hours 0

**Course materials and textbooks:**

- KALEIDOSKOP, Eighth Edition, Premium Website

**Additional books**


An English-German/German-English dictionary is strongly recommended

http://dict.tu-chemnitz.de/

http://wordreference.com/
Intermediate Italian I

Course description

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Italian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Italian life and culture. (MLIT-202 Beginning Italian II or equivalent proficiency; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian) Class 3, Credit 3 (F)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in Italian on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in Italian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45</td>
</tr>
<tr>
<td>Debates</td>
<td>7</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Class format:** Class hours 3  Lab hours 0

**Course materials and textbooks:**

*Bar Italia*, by Annamaria Di Francesco e Ciro Massimo Naddeo


*Crescendo*, Workbook/Lab Manual and Audio CDs

**Additional books**

*Giocare con la letteratura*, by Carlo Guastalla, Alma Edizioni, Firenze


*Pro e contro 1/2*, conversare e argomenatare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, libro dello studente, Bonacci editore, seconda edizione, Roma, 1999

*Pro e contro*, conversare e argomenatare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, guida per l’insegnante, Bonacci editore, seconda edizione, Roma, 1999
Intermediate Spanish I

Course description

This is the first course in the Intermediate Spanish sequence (second year). Intermediate Spanish I is a course in conversation, along with grammar review and culture study. Emphasis is on tourist survival situation dialogues, various forms of conversation, grammar review, and both formal and informal culture (the arts and daily behavior). The basic skills learned in the first year courses are now put into practice. (MLSP-202 Beginning Spanish II or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish) Class 3, Credit 3 (F)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Spanish language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Spanish.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Spanish, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Spanish and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Spanish on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in Spanish, and prepare them to use this language in their professional careers in the future. For this purpose, students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

Homework and/or Other Written Assignments 10 points
Grammar and Vocabulary Quizzes (3 x 15) 45 points
Debates 7 points
Course Project/Presentation 8 points
Final Oral Examination 10 points
Final Writing Exam (Essay) 10 points
Class Absences and Class Participation 10 points
TOTAL 100 points
**Class format:** Class hours 3  Lab hours 0

**Course materials and textbooks:**


**Additional books**

Keith Chambers, *Beginner’s Spanish Grammar, Teach Yourself Books* (or any other grammar of the Spanish language)

José Siles Artés: *Historias para conversar – Nivel Medio*; SGEL S.A. 2001

¿Adónde? *Conocer España y los países hispanohablantes*, S.C. Ramírez, Elli, 2005

An English-Spanish/Spanish-English dictionary is strongly recommended
Intermediate Russian I

Course Description

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Russian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Russian life and culture. (MLRU-202 Beginning Russian II or equivalent proficiency) Class 3, Credit 3 (F)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Russian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Russian.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Russian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Russian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in Russian on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in Russian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other's mistakes.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45</td>
</tr>
<tr>
<td>Debates</td>
<td>7</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


„Golosa“ — Student Activity Book

„Golosa“ — CDs
The Global Economy and the Grassroots

Course Description
Economic globalization has given birth to global, grassroots social movements. This course examines how global economic integration is brought about through multilateral institutions, multinational corporations, outsourcing, trade agreements, international lending, and neoliberal reforms. We consider impacts (cultural, economic, and health) of these trends on employees, farmers, small businesses, consumers, and the environment in the developed and developing worlds (with special emphasis on Latin America). We examine beliefs, alternative visions, and strategies of grassroots movements responding to these challenges.

Course objectives
- Examine key vectors of economic globalization
- Examine impacts (economic, environmental, social, and health) in different locales (with special emphasis on Latin America)
- Examine grassroots responses to perceived negative impacts, including the formation of social movements with alternative visions (alter-globalization)

Learning outcomes
Upon successful completion of this course, the students will be able to accomplish the following:
- Describe key vectors of economic globalization
- Describe various impacts of institutions and patterns in the global economy
- Describe and appraise the activities of grassroots movements responding to these challenges

The instructor will assess student success in achieving these outcomes via an appropriate selection of class discussions, written assignments, research projects, and exams.

Grading
First exam (in week 8) 35 points
Second Exam (in week 15) 20 points
In Class Discussions 15 x 2 30 points
Class participation 15 points
TOTAL 100 points
Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Below are sample texts from which appropriate chapters will be selected:

1. Wallach, Lori, and Patrick Woodall, Whose Trade Organization?
2. Hira, Ron, and Anil Hira, Outsourcing America
3. Lappý, Frances Moore and Anna Lappý, Hope's Edge
4. Pleyers, Geoffroy, and Alain Touraine, Alter-Globalization
7. Moberg, Mark, and Sarah Lyon, Fair Trade and Social Justice: Global Ethnographies
8. Thomas, Janet, The Battle in Seattle: The Story behind and beyond the WTO Demonstrations
9. Iglesias Prieto, Norma, Beautiful Flowers of the Maquiladora
10. Marcos, Subcomandante Insurgente, Our Word is Our Weapon: Selected Writings
11. Barlow, Maude and Tony and Clarke, Global Showdown
12. Ross, Andrew, ed., No Sweat

The main texts will be supplemented by other readings, more recent journal articles, and by films.

Documentary and feature films (video Presentations)
Franchising in Service Sector

Course description

Franchising has been a successful method for business expansion. This course covers the advantages and disadvantages of franchising as well as the key factors in obtaining, developing, and operating a franchise operation that meets specific customer needs. Legal and financing issues are also covered.

Course objectives

The principal course objective is to provide a comprehensive representation of the franchise system in general, as well as perspectives from both franchisors and franchisees viewpoints. Students will gain an understanding of the rationales underpinning the franchise system and specific motivations of both franchisors and franchisees. Textbook readings, academic papers and case studies will be used to illustrate the desired learning outcomes.

Learning outcomes

Upon successful completion of the course, students should be able to:

- Give a brief summary of the development of franchising
- Explain the differences between franchising and licensing
- Explain the major kinds of franchise operations
- Explain the key laws related to franchising
- Discuss issues associated with global franchising
- Describe what makes a successful franchise
- List the major factors in financing franchise operations
- Discuss the primary issues hindering franchise development in Croatia

Grading

Exam 1&2 (25+25) 50 points
Team Assignment 10 points
Exam 3 20 points
Class participation 20 points
TOTAL 100 points

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:
“The Franchise Advantage”, D. Boroian and P. Boroian
“Franchising Your Business”, Boroian&Callaway
All Readings will be posted on myCourses. A reading packet is not required.
Lodging Operations Management

Course description

Lodging operations examines the vision and mission, organizational structures, and the structure and functions of different divisions within the hotel. The course emphasizes the rooms divisions and its relationship with other departments such as food and beverage, sales and marketing, human resources and security divisions. Current issues of lodging organizations, application of customer service and managerial skills are discussed.

The aim of this course is for students to understand, organize, perform and manage lodging operations effectively. Upon completion of this course a successful student should be able to:

1. Identify basic functions of major operational departments in the lodging industry;
2. Assess the aspects of lodging operations and management with an emphasis on front office;
3. Analyze and evaluate current lodging operations;
4. Propose potential solutions to problems and issues that the lodging industry faces.

The course helps students to develop and contextualize the terms and concepts of F&B Management, HR Management, Financial Accounting, Facilities Management and Sales & Marketing associated with hotels and tourism. The course also includes how to organize large-scale HTM customer service initiatives, such as:

- HTM marketing and branding concepts
- Incorporate the food and beverage experiences into the hospitality setting
- Developing HTM employee training programs
- Implementing best facility management practices in lodging operations
- Benchmarking against competition in hospitality market

Learning outcomes

Upon successful completion of the course, students should be able to:

1. Describe hotel’s organization structure and explain how functional areas within a hotel are classified and interlinked
2. Classify hotels in terms of their levels of service and affiliation to major hotel brands including classification of major market segments of the lodging industry
3. Identify basic functions of major operational departments and major duties/qualifications for managerial positions in the lodging industry
4. Identify marketing and brand building process for hotels of different market placements.
5. Explain front office operations during the four stages of the guest cycle
6. Understand and describe the application of technology in managing hotels effectively
7. Discuss the sales dimension of the reservation process and tools managers use to sell rooms, track and control reservations
8. Apply concepts of revenue management including computing, analyzing and interpreting hotel data to make effective decisions
9. Explain the importance of housekeeping standards to assure guest satisfaction
• Identify important issues in developing and managing an effective hotel security program

Grading

Exam 1  20 points
Hotel Sim  40 points
Exam 2  20 points
Class Participation  20 points
TOTAL  100 points

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:

Additional, current industry readings posted on myCourses
Strategic Financial Analysis

Course description

Students will apply accounting and finance concepts to hospitality industry business systems. Hospitality industry case studies will involve analysis of balance sheets, profit and loss, cash flow, budgeting, and cost control methods. Financial ratios important to the lodging and food service industries such as RevPar, food and beverage cost percentages, room occupancy, and average daily room rates will be examined.

Course objectives

The primary objective of the course is to provide students with a basic understanding of accounting and finance related aspects of facilities management within the hospitality industry. Subsequent course learning objectives include:

- to differentiate the hospitality industries unique requirements for accounting from standard business accounting
- to build an accounting related vocabulary
- to create a broad understanding of accounting issues by learning how to combine elements from both financial and managerial accounting
- to learn management techniques for interpreting financial statements
- to become familiar with the process of cash flow as it affects the operation in a daily, weekly, monthly and annual way
- to study the impact that hospitality accounting has on each of the discipline areas of an organization and to learn how teamwork and training on all levels can benefit the profitability of the business

Grading

The following means of evaluation and assessment will be used to grade students’ performances:
Examinations and Final: two in-class examinations plus a final exam
Quizzes: there will be three short announced in-class quizzes
Points associated with each performance evaluation criteria are as follows:

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zadaci</td>
<td>10</td>
</tr>
<tr>
<td>Examination #1</td>
<td>22</td>
</tr>
<tr>
<td>Examination #2</td>
<td>23</td>
</tr>
<tr>
<td>Quizzes (3 X 5 points)</td>
<td>15</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


Other various articles and Internet sites and associated material will also be utilized.
Human Resources Development in Hospitality

Course description

A one semester, three-credit course designed to provide undergraduate students with a broad theoretical and practical overview of human resources concepts. The course is designed for perspective operational or human resources managers who require knowledge on viable human resource management. An understanding of HR related topics would help students to meet or exceed future organizational goals and keep them on track with their future careers.

Course objectives

Today, many firms consider their people to be their most important asset. Yet, very often we see management practice that does not support this statement. Lack of management discipline and ignorance are major reasons of human resources practice failure. On the other side, it is known that only leading-edge organizations (small, medium or big) do practice what they preach. The choice is simple.

This course is about how to manage that most important asset. Therefore, primary objectives of this course are to provide students with an understanding and appreciation of the basic functions of Human Resource Development and current HRM practices and issues.

Learning Outcomes

Students will learn the theories and practices involved in human resource planning, recruiting, selection, performance appraisal, training and development, career development, compensation and benefits, employee and labor relations, safety and health, organization design and dynamics and international HR. Emphasis will also be placed on providing practical knowledge and tips useful for future managers and working individuals.

Naturally, not all the students in the class will have careers in human resource management but they must be exposed to basic concepts and issues involved, after all - students will in the future be responsible for human capital – one way or the other. The theories and techniques taught in this course are applicable for all types of positions in all types of organizations in which students may eventually find themselves.
Intended learning outcomes

• Gain a broad understanding of human resources concepts
• Gain and appreciation of management theories impacting HRM; Understand the general role/function of human resource management in organizations
• Know key professional terms and guidelines associated with HRM
• Become familiar with information and techniques for recruiting desired employees
• Become familiar with hiring, training, developing and retaining employees
• Gain insights into the areas of compensation and benefits
• Gain an appreciation into the importance of work environments
• Acquire basic concepts and knowledge on the role of unions
• Conduct an in-depth team research in an HRM area
• Work in teams, share opinions and debate HR related topics

Grading

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25 points</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

For each block of class a number of articles, textbook excerpts as PDF files will be provided.
Technology in Service Systems

Course Description

Predicting the future... Adapting to change... Connecting and communicating... Lifelong learning... A fundamental societal revolution has begun which is changing the nature of work and leisure. Explore the emerging and future work worlds, consumer trends, and the newer technologies that are changing the way society works. Emphasis is on technologies impacting the food, nutrition, hotel and travel service industries. Technologies explored may include those associated with communication, information retrieval, imaging, marketing, employee training, product quality, customization of products, customer service, security, health, entertainment, and customer interface, as time permits. Student teams will plan creative methods of customer service. They will chart the flow of product/service systems and identify appropriate innovative technologies to enhance them and to meet the needs of customers and emerging trends. Individual and team web sites will be constructed, and marketing materials will be designed using digital imaging techniques and desktop publishing.

Course objectives and learning outcomes

Upon completion of this course, the student will be able to:

- Describe probable trends impacting the work world 5 years into the future.
- Demonstrate ability to function as a team member in solving problems and meeting deadlines.
- Demonstrate effectiveness in identifying reliable information sources about emerging technologies, as a pattern for life-long learning.
- Demonstrate skills in digital image optimization and manipulation.
- Describe 10-20 new technology tools, and predict their potential impact on hospitality and service industries.
- Retrieve information from a variety of sources and present it effectively in oral, written, or graphic form. Use the internet live in oral presentations.
- Create a business web site (on the World Wide Web of the Internet) integrating trends and media technologies to maximize customer service as part of a team.
- Demonstrate skills in media technologies and desktop publishing.
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>Digital Imaging/Photoshop project</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>Technology Innovation Podcast</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>Video Editing Project</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>Team project (Business Web Page)</td>
<td>20 (20%)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>Final exam</td>
<td>20 (20%)</td>
</tr>
</tbody>
</table>

Class Total points: 100 (100%)

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

No required text. – A USB Flash/Jump Drive with 4GB of free space dedicated to this class is needed. Some reading materials (articles, technology descriptions) may be provided. Students will build a library of information and recommended web sites describing 40 – 70 technologies. Computer resources that may be used or demonstrated: Internet and the World Wide Web (or Internet Explorer); a variety of databases available through Wallace Library via the Internet; myCourses online courseware, Mozilla Kompozer for building Web sites; image manipulation by Adobe Photoshop or Microsoft Digital Image; Microsoft Project; flow charting using Microsoft Word or Powerpoint; Microsoft Publisher for brochures; Other resources may be substituted for some of these as appropriate to the schedule or needs of the class.
Intermediate German II

Course description

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in German. Communicative activities, contemporary texts, the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary German life and culture. (MLGR-301 Intermediate German I or equivalent proficiency; students must take the placement exam if this is their first RIT German class, and they have some prior study of German) Class 3, Credit 3 (S)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the German language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in German.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: German, their own view of it and their perspective of that situation in their own country. They will learn how to converse in German and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in German on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in German, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45</td>
</tr>
<tr>
<td>Debates</td>
<td>7</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Class format:** Class hours 3  Lab hours 0

**Course materials and textbooks:**

- KALEIDOSKOP, Eighth Edition, Premium Website

**Additional books**


An English-German/German-English dictionary is strongly recommended

http://dict.tu-chemnitz.de/

http://wordreference.com/
Intermediate Italian II

Course description

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Italian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Italian life and culture. (MLIT-301 Intermediate Italian I or equivalent proficiency; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian) Class 3, Credit 3 (S)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Italian on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in Italian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10 points</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45 points</td>
</tr>
<tr>
<td>Debates</td>
<td>7 points</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8 points</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10 points</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
Class format: Class hours 3  Lab hours 0

Course materials and textbooks:


*Crescendo*, Workbook/Lab Manual and Audio CDs


Additional books

*Giocare con la letteratura*, by Carlo Guastalla, Alma Edizioni, Firenze

*Pro e contro 1/2*, conversare e argomentare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, libro dello studente, Bonacci editore, seconda edizione, Roma, 1999

*Pro e contro*, conversare e argomentare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, guida per l’insegnante, Bonacci editore, seconda edizione, Roma, 1999
Intermediate Spanish II

Course description

This is the second course in the Intermediate Spanish sequence (second year). Intermediate Spanish II is a composition course, emphasizing grammar review, composition, business-letter writing, Spanish for the professions, and culture, while also including work in speaking and listening. The basic skills learned in the first year courses are now put into practice. In addition to the language work, there is significant work on cultural topics of Spanish-speaking countries at the intermediate level. (MLSP-301 Intermediate Spanish I or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish) Class 3, Credit 3 (S)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Spanish language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Spanish.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Spanish, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Spanish and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Spanish on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in Spanish, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45</td>
</tr>
<tr>
<td>Debates</td>
<td>7</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Class format: Class hours 3  Lab hours 0

Course materials and textbooks:


Additional books

Keith Chambers, *Beginner's Spanish Grammar, Teach Yourself Books* (or any other grammar of the Spanish language)

José Siles Artés: *Historias para conversar – Nivel Medio; SGEL S.A. 2001*

¿Adónde? *Conocer España y los países hispanohablantes, S.C. Ramírez, Elli, 2005*

An English-Spanish/Spanish-English dictionary is strongly recommended
Intermediate Russian II

Course Description

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Russian. Communicative activities, contemporary texts, the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Russian life and culture. (MLRU-301 Intermediate Russian I or equivalent proficiency) Class 3, Credit 3 (S)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Russian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Russian.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Russian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Russian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Russian on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in Russian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10 points</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
<td>45 points</td>
</tr>
<tr>
<td>Debates</td>
<td>7 points</td>
</tr>
<tr>
<td>Course Project/Presentation</td>
<td>8 points</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Writing Exam (Essay)</td>
<td>10 points</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
**Class format:**  Class hours 3  Lab hours 0

**Course materials and textbooks:**


„Golosa“ – Student Activity Book

„Golosa“ – CDs
Social and Cultural Theory

Course Description
This course explores influential classical and contemporary theories regarding society and culture. Students will assess the utility of different theories in addressing key enduring questions regarding human behavior, the organization of society, the nature of culture, the relationship between the individual and society, social control and social conflict, social groups and social hierarchy, the operation of power, cultural and social change, and the interplay between the global and the local. Theories will be marshaled to shed light on contemporary social and cultural phenomena and problems such as crime, violence, exploitation, modernity, and globalization. Cross-listed with SOCI-301. (Any one of the following: ANTH-101 Discovery of Sociology and Anthropology, SOCI-101 Discovery of Sociology and Anthropology, ANTH-102 Cultural Anthropology, ANTH -103 Archaeology and the Human Past, SOCI-102 Foundations of Sociology, SOCI-103 Urban Experience, INGS-101 Global Studies, or permission of instructor.) Class 3, Credit 3 (varies)

Course objectives
- That students reflect on the major questions concerning human societies and cultures raised and addressed by sociology and anthropology;
- That students reflect on influential theories in sociology and anthropology;
- That students apply influential sociological and anthropological theories to major contemporary social issues
- That students will know the common roots, mutual influences, and key points of departure between sociological and anthropological theories.

Learning outcomes
Upon completion of this course, the student will be able to:
- Compare and contrast key influential theories in sociology and anthropology
- Assess key theories with respect to their ability to shed light on contemporary social phenomena and problems
- Explain the common theoretical roots of sociology and anthropology.

Grading
First exam (in week 8) 35 pts
Second Exam (in week 15) 20 pts
In Class Discussions 15 x 2 30 pts
Class participation 15 pts
TOTAL 100 points

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:
Excerpts from the following:
1. Tucker, Robert C., ed., The Marx/Engels Reader;
3. Weber, Max, Economy and Society: An Outline of Interpretive Sociology;
7. Mills, C. Wright, The Power Elite
8. Durkheim, Émile, The Division of Labor in Society
9. Durkheim, Émile, Suicide
10. Durkheim, Émile, The Elementary Forms of Religious Life
12. Foucault, Michel, and Paul Rabinow, eds., The Foucault Reader
13. Boas, Franz, Race, Language, and Culture
14. Malinowski, Bronislaw, Magic, Science, and Religion and Other Essays
15. Appadurai, Arjun, "Disjuncture and Difference in the Global Cultural Economy"
16. Geertz, Clifford, The Interpretation of Cultures
17. Lemert, Charles, and Ann Branaman, eds., The Goffman Reader
18. Wolf, Eric R., Europe and the People without History
19. Clifford, James, The Predicament of Culture
21. Giddens, Anthony, Capitalism and Modern Social Theory
22. Said, Edward M., Orientalism
23. Fanon, Franz, Black Skin, White Masks
25. Ortner, Sherry, "Theory in Anthropology since the Sixties"
26. Sacks, Karen Brodkin, "Toward aUnified Theory of Class, Race, and Gender"
27.Marcuse, Herbert, One-Dimensional Man
28. Jameson, Fredric, "Postmodernism, or the Cultural Logic of Late Capitalism"
29. Harvey, David, The Condition of Postmodernity
30. Mead, George H., Mind, Self and Society
31. McQuarrie, Donald, Readings in Contemporary Sociological Theory
32. Kivisto, Peter, Illuminating Social Life: Classical and Contemporary Theory Revisited
34. Merton, Robert, Social Theory and Social Structure
35. Vogel, Lise, Marxism and Socialist-Feminist Theory: A Decade of Debate
36. Berger, Peter and Thomas Luckmann, The Social Construction of Reality
37. Simmel, Georg, The Metropolis and Mental Life
40. Allen, Kenneth, A Primer in Social and Sociological Theory
41. Appelrouth, Scott and Edles, Laura, Classical and Contemporary Sociological Theory: A Text and Readings
42. Coser, Lewis, Masters of Sociological Thought

Documentary and feature films (video Presentations)
Hospitality Entrepreneurship in the Global Economy

Course description

Entrepreneurship in hospitality and tourism is recognized as providing many benefits, including economic growth, job creation, and innovation, to regions and economies. This course will provide an introduction and overview to entrepreneurship in the hospitality industry and the creation of new enterprises at the national, firm and individual levels. Various models and case studies from the world of hospitality will be employed to analyze opportunities and to provide real world, global hospitality examples of relevant issues. Venture financing and entrepreneurial strategies for hospitality businesses will receive particular attention. Significant time will be devoted to translating entrepreneurs’ (students’) visions and identified hospitality-related opportunities into creating a business plan. This business plan will provide a blueprint for starting and running a new hospitality enterprise. The focus will be on developing a viable “real world” hospitality venture with practical considerations that is supported by financial modeling and projections.

Financial Accounting (ACCT-110) is a prerequisite for this course.

Course objectives

This course directs students to apply field research and project management strategies in an effort to give students a thorough understanding of the business environment. Over the course of the quarter, students will be researching a business of their choice. The focus will be to develop analytical skills that will help students better understand all aspects of starting, owning and successfully building a new venture.

Business Plan training will be complimented and augmented with the examination of an alternative to venture formation; namely, effectuation, an approach used by expert entrepreneurs in situations characterized by high levels of uncertainty.

Learning Outcomes

After successful completion of the course, students will be able to:

- deliver real-life applications for New Venture Development strategies
- create and develop a business plan
- utilize effectual logic as a means to create a venture under conditions of high uncertainty
- work well with others in a team approach to project management
- utilize effective oral communication skills when interviewing, presenting, questioning and talking within a group
- prepare professional analytical reports and potentially use them as reference tools in real life venture development situations
Grading

The following means of student’s performance evaluation and assessment are applied:

Cases & Participation 20 points  
Examinations (22 X 23) 45 points  
Group Project Paper 15 points  
Group Project Presentation 5 points  
Final Examination 15 points  
TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


Other various articles and Internet sites will also be utilized.
Hospitality Real Estate and Facilities Management

Course description

HSPT-232 Hospitality Real Estate and Facilities Management (Prerequisite CAST-HSPT-131 Hotel Management and Operations) Students will learn the criteria that owners and developers follow in developing hotel concepts and locating them in key markets where they will succeed. Students will also learn the steps in site selection, working with the trades in the construction phase, and turning the operation over to management. At the operation phase an engineering and maintenance department will be created to keep the property running efficiently and effectively for guest and employee safety and for cost efficiency. Special topics covering replacement and renovation will be addressed. The management incentives for creativity and innovation in technology and best practices will be a concurrent theme. (HSPT-131 Hotel Management and Operations) Class 3, Credit 3 (Fall)

Course objectives

This course will teach students the steps in developing hospitality operations from initial concept, site selection, construction and operations. Hospitality students should be educated in the best practices for maintaining a physical plant in order to maintain the real optimum estate value and the maximum efficiency of the plant for safety and to enhance management objectives.

Learning outcomes

- List and describe the steps in developing hotel real estate from concept to opening
- Research and explain how innovation plays an important role in both development and maintaining
- List and explain the components of a hospitality maintenance and engineering departments
- Analyze and use engineering and maintenance concepts in their interface with facilities managers and engineers
- Explain hospitality industry maintenance standards relating to budgets, revenue projections, and energy costs
- Describe the concept of electric demand control that faces all commercial establishments and the strategies that hotel engineers integrate to save on energy consumption and reduce their energy bills
- Describe the roles of realtors, architects, owners, designers, lawyers, and code enforcers in the overall developing, owning and managing a hospitality property.
- Explain the objectives of owners, chief engineers, architects, and code and law enforcers as they affect the operation of a hospitality organization to enhance their leadership and management thinking
Grading

Typical Grading/Evaluations of Students:

Attendance and participation       100 points
Two tests:                                         200 points
Research project                             100 points
Final Examination                          100 points
Total Points                                  500 points
TOTAL                                         1000 points

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:

The Management of Maintenance and Engineering Systems in the Hospitality Industry
Leadership Innovation in Service Industry

Course Description

As future leaders in the hospitality and service industry students will be called upon to create innovative organizational forms that are flexible enough to change with the demand and information so essential for success. In this course students examine their style of leadership. It also examines how the values, beliefs, expectations and assumptions of the members of the organization affect the style of leadership that best suits the company. In addition, students analyze current leadership theory and how people learn to progress effectively as future leaders in the hospitality and service industries. Class 3, Credit 3 (Fall, Spring)

Course Overview

“The key to successful leadership today is influence, not authority.” (Kenneth Blanchard) The goal of this course is to introduce students to definitions, knowledge and skills related to contemporary global management and leadership and to provide them with skills, training and opportunities to assess their own skills as managers and leaders and to create a personal development plan. This is a capstone course so students are expected to bring with them knowledge from the previous 3 years of education.

Learning outcomes

- Students will describe the changing paradigm of leadership and the role of leaders historically
- Students will develop effective communication skills
- Students will analyze their own styles
- Students will define and identify ethical behavior in an organization by a leader
- Students will demonstrate how the interview process leads to hiring the right people
- Students will practice skills needed to elicit satisfactory performance from employees
- Students will discuss analytical and creative problem solving, decision-making, and other organizational tools

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Two exams (15 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Final – Oral Exam</td>
<td>10</td>
</tr>
<tr>
<td>Self-Assessments and Journal entries</td>
<td>25</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

PDF files on myCourses and printed materials handed in class
Hospitality Enterprise Management and Growth

Course description

Enterprises in hospitality and tourism pass through many stages as they grow from a start-up to a mature organization. This course highlights what must be accomplished during each stage to ensure that hospitality business development is continued and sustainable. The critical point of the course is to give students an in-depth understanding of risks while developing and growing a company. Tools and skills necessary to create and grow a successful new tourism or hospitality enterprise with potential to expand will be examined as well. Students will actively discuss concepts and possible alternatives in operating enterprises. The critical point of this course is to give students an in depth understanding of a specific field of entrepreneurship where we intend provide an introduction to the important insights of how to grow a successful entrepreneurial business. The course is designed so the students, individually and in teams, will actively discuss concepts and possible alternatives in operating and growing a business. Topics also include growth strategies such as vertical or horizontal expansion, managing acquisition. There is often said that growth, if not properly managed, can overwhelm a business and destroy value sometimes even fatally. Also the research shows that every business growth faces common challenges.

Course objectives

The course format is case based and will provide students with a solid foundation in managing the growth of hospitality and tourism enterprises while balancing resources and constraints specific to these industries. A key success factor for competitiveness in a globalized hospitality industry is having innovative management approaches. Resource constraints of all types (human, financial, etc.) in small and medium sized hospitality enterprises can be eliminated/reduced by creating highly organized and disciplined enterprise dynamics. This requires using knowledge of growth management. Throughout the course it will be emphasized that hospitality entrepreneurs are primarily interested in developing their businesses into significant business entities.

Learning Outcomes

- Define and explain the hospitality growth-related issues across the hospitality industry (i.e. food, lodging, travel, tourism, entertainment, and health care).
- Explain and explore how hospitality entrepreneurial activities are focused on continuous business development with growth as a potential consequence
- Describe theoretical stages of hospitality business growth, general process of enterprise lifecycle.
- List, recognize, and explain typical growth barriers encountered in the hospitality industry
- List, identify, and explain general concepts of growth measurement including (but not limited to) revenue, market share, locations, customers, headcount etc. in hospitality businesses
- List and examine key elements of developing a sustainable hospitality business model as a foundation for future growth
- Explore the dimensions of successful service firms (growing from small to big)

**Grading**

Final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 and Exam 2 (2x25)</td>
<td>50</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Class format:**  Class hours 3  Lab hours 0

**Course materials and textbooks:**

*Guide to Managing Growth*, Rupert Merson

*Smart Growth – Building and Enduring Business by Managing the Risks of Growth*, Edward Hess

*Growing an Entrepreneurial Business - Concepts and Cases*, Edward Hess

*Growing Pains*, Erric G. Flamholtz & Yvonne Randle

*Selected articles, Daniel Isenberg*

Readings will be posted on myCourses or presented in class.
Marketing for Entrepreneurs in the Hospitality Industry

Course description

This course examines the merger of two traditionally distinct areas of study: marketing and entrepreneurship. Whereas marketing research and texts commonly examine established firms and entrepreneurship addresses new enterprises, entrepreneurial marketing blends the two areas of research and considers marketing in hospitality and tourism new enterprises. Distinct differences between traditional marketing and entrepreneurial marketing techniques will be discussed within the context of tourism and hospitality sectors. The unique, proactive and innovative nature of entrepreneurial marketing will be explored through lectures and case study analyses of hospitality firms. The course project provides for application-based learning and field-based research.

Course objectives

Marketing research and textbooks have traditionally focused on large, established organizations. This course, instead, will expose students to an emerging marketing approach, entrepreneurial marketing, in the fields of hospitality and tourism utilized by new enterprises and organizations operating in turbulent environments. Students will be introduced to marketing principles well suited to the unique characteristics of such environments, providing them with an array of marketing activities to successfully operate in such conditions.

Learning outcomes

After successful completion of the course, students will be able to:

- determine and apply appropriate marketing approaches in different contexts
- create and develop a marketing plan
- conduct research via varied techniques and use it as an aid in the decision-making process
- work well with others in a team approach to project management
- utilize effective oral communication skills when interviewing, presenting, questioning and talking within a group
Grading

The following means of student’s performance evaluation and assessment are applied:

- Cases & Participation 15 points
- Examinations (23 and 22) 45 points
- Group Project Paper 15 points
- Group Project Presentation 5 points
- Final Examination 20 points

TOTAL 100 points

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Readings will be posted on myCourses. A reading packet is not required. The primary reading material is:


Other various articles and Internet sites will also be utilized.
Negotiation & Conflict Resolution

Course Description

Everything in our lives today is a negotiation, from resolving conflicts with family members, dorm mates and fellow students to employees, employers and organizations. This is complicated by the fact that we live in a global environment facing intercultural issues daily. This course will identify the students' preferred styles of negotiation, how to identify the strategies and styles of others and most importantly how to innovatively work with the other person in a conflict to establish a resolution to the problem. The course deals with competitive negotiations and collaborative negotiations, and how to engage successfully in each type.

Course Overview

The course examines the negotiation process within the hospitality/tourism industry by exploring the nature and sources of interpersonal conflict and its dynamics. Collaborative versus competitive approaches to managing conflict are discussed. Role-play situations are used to differentiate and reinforce negotiation strategies.

Learning Outcomes

- Students will develop effective negotiation skills.
- Students will analyze negotiation situations.
- Students will develop a strategic plan for effective negotiation.
- Students will develop interpersonal strategies for increasing their social capital.
- Students will gain confidence as negotiators.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Two exams (20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Final “Best Self” Paper</td>
<td>20</td>
</tr>
<tr>
<td>Thomas-Killman Self-Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Two Role-Plays (10 points each)</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

PDF files on myCourses and printed articles handed in class
The Global Economy and the Grassroots

Course Description
Economic globalization has given birth to global, grassroots social movements. This course examines how global economic integration is brought about through multilateral institutions, multinational corporations, outsourcing, trade agreements, international lending, and neoliberal reforms. We consider impacts (cultural, economic, and health) of these trends on employees, farmers, small businesses, consumers, and the environment in the developed and developing worlds (with special emphasis on Latin America). We examine beliefs, alternative visions, and strategies of grassroots movements responding to these challenges.

Course objectives
- Examine key vectors of economic globalization
- Examine impacts (economic, environmental, social, and health) in different locales (with special emphasis on Latin America)
- Examine grassroots responses to perceived negative impacts, including the formation of social movements with alternative visions (alter-globalization)

Learning outcomes
Upon successful completion of this course, the students will be able to accomplish the following:
- Describe key vectors of economic globalization
- Describe various impacts of institutions and patterns in the global economy
- Describe and appraise the activities of grassroots movements responding to these challenges

The instructor will assess student success in achieving these outcomes via an appropriate selection of class discussions, written assignments, research projects, and exams.

Grading
First exam (in week 8) 35 pts
Second Exam (in week 15) 20 pts
In Class Discussions 15 x 2 30 pts
Class participation 15 pts
TOTAL 100 points
**Class format:** Class hours 3  Lab hours 0

**Course materials and textbooks:**

Below are sample texts from which appropriate chapters will be selected:

15. Wallach, Lori, and Patrick Woodall, Whose Trade Organization?
16. Hira, Ron, and Anil Hira, Outsourcing America
17. Lappý, Frances Moore and Anna Lappý, Hope's Edge
18. Pleyers, Geoffrey, and Alain Touraine, Alter-Globalization
22. Thomas, Janet, The Battle in Seattle: The Story behind and beyond the WTO Demonstrations
23. Iglesias Prieto, Norma, Beautiful Flowers of the Maquiladora
24. Marcos, Subcomandante Insurgente, Our Word is Our Weapon: Selected Writings
25. Barlow, Maude and Tony and Clarke, Global Showdown
26. Ross, Andrew, ed., No Sweat
27. Stiglitz, Joseph, Globalization and Its Discontents

The main texts will be supplemented by other readings, more recent journal articles, and by films.

Documentary and feature films (video Presentations)
Principles of Macroeconomics

Course description

The goal of principles of macroeconomics is to provide students with a broad overview of the aggregate economy. One important goal of this course is to provide students with a good understanding of aggregate economic accounts and definitions, principally so that they can read and understand news and television reporting of the aggregate economy. In addition, students will be exposed to theories of economic growth (the “long run”) and theories of the business cycle (the “short run”).

The course should feature a heavy emphasis on the role of economic policy: monetary and fiscal policies aimed at short run stabilization, policies concerning trade and international finance, and policies aimed at promoting long run growth. A common criticism of undergraduate macroeconomic courses is that they feature very little actual economics. The course should clearly highlight the tradeoffs involved in policy making – e.g. short run stabilization vs. long run growth, efficiency vs. equity, etc. Given the ubiquity of coverage of macroeconomics in the national and local media, the course should feature an important “real world” component. In particular, instructors should make an effort to draw on recent periodicals and newspapers to discuss the applications of the theories and ideas to the real world.

Course Rationale and Objectives

Macroeconomics studies aggregate economic behavior. The course begins by introduction of economics, economic problem and demand and supply and continues with presenting the production possibilities model. This is followed by a discussion of basic macroeconomic concepts including inflation, unemployment and economic growth and fluctuations. The next topic is national income accounting which is the measurement of macroeconomic variables. Then we continue with Macroeconomic trends and following this the aggregate supply-aggregate demand framework is presented. The latter part of the course focuses on the Expenditure Multipliers: The Keynesian Model, Inflation, Unemployment, and Business Cycle. The course ends with Macroeconomic policy: Fiscal, Monetary and International Trade Policy.

Structure: Combination of lectures, activities, in-class discussions, group projects, and different interactive exercises.
Grading

Final grade will depend on the weighted average of the grading components and scaling system is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

*Team presentation = winner, all team members 5 % extra*

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Michael Parkin, Macroeconomics, 11th Global Edition, (Pearson Education Limited: 2014). Electronic files, links and case studies concerning topics will individually be posted on My courses that is why students are not required to have the textbook. All reading materials will be provided and/or posted on my Courses, students that miss the previous class are expected to have read the materials and be prepared for the next class. On occasion students will be expected to bring materials provided in previous sections.
Franchising in Service Sector

Course description

Franchising has been a successful method for business expansion. This course covers the advantages and disadvantages of franchising as well as the key factors in obtaining, developing, and operating a franchise operation that meets specific customer needs. Legal and financing issues are also covered.

Course objectives

The principal course objective is to provide a comprehensive representation of the franchise system in general, as well as perspectives from both franchisors and franchisees viewpoints. Students will gain an understanding of the rationales underpinning the franchise system and specific motivations of both franchisors and franchisees. Textbook readings, academic papers and case studies will be used to illustrate the desired learning outcomes.

Learning outcomes

Upon successful completion of the course, students should be able to:

- Give a brief summary of the development of franchising
- Explain the differences between franchising and licensing
- Explain the major kinds of franchise operations
- Explain the key laws related to franchising
- Discuss issues associated with global franchising
- Describe what makes a successful franchise
- List the major factors in financing franchise operations
- Discuss the primary issues hindering franchise development in Croatia

Grading

Exam 1&2 (2x20) 40 points
Team Assignment 15 points
Final Exam 25 points
Class participation 20 points
TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:
“The Franchise Advantage”, D. Boroian and P. Boroian
“Franchising Your Business”, Boroian&Callaway
All Readings will be posted on myCourses. A reading packet is not required.
Entrepreneurial and Responsible Leadership for Hospitality Industry

Course description

This course teaches students how to become entrepreneurial leaders who focus on hospitality organizations of today and prepare for future challenges of designing effective hospitality organizations. The following topics will be explored: hospitality organizations of the future, entrepreneurial leadership traits, creating an enterprising culture in the hotel industry, lessons from hospitality leaders. Credit 3 (Spring)

Course objectives

This course will teach students to become entrepreneurial leaders who focus on hospitality organizations of today and prepare them for future challenges of designing effective hospitality organizations. Students will identify personal and social responsibility issues of today’s global business. Students will learn why alignment with organization is essential for maintaining sustainable hospitality enterprises. Students will develop different case study scenarios and prove that creating an enterprising culture within organizations is a key success factor.

Learning Outcomes

Students will:

- Discuss the personal qualities of effective leadership.
- Clarify the process of developing an organization’s vision and strategic plan.
- Identify the process of developing an organizational change.
- Analyze the leadership and entrepreneurship skills that enhance organization success.
- Comprehend implementing a corporate entrepreneurship program.
- Explain the hospitality organizational models and corporate social responsibility
- Discuss the role of responsible hospitality design.

Grading

Participation 10 points
Two exams 15 pts each 30 points
Entre Profile 20 points
Final Group Project 40 points
TOTAL 100 points
Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Selected case studies
International Resort Management

Course description

The course gives the student an understanding of how resorts and their recreational amenities are developed as tourist and business destinations. Focus is on the planning, development, operation, design, and special needs of golf, ski, marina, tennis, and spa operations. As part of this study, students select a specific type of property and analyze the methods used to develop, manage, and innovate the property's service offering.

Course objectives

This course provides students with an understanding of the recreational operations associated with resort properties. Students need to understand the service and facility challenges in operating resort hotels and identify International areas of corporate resort growth. Differences in design and management standards across developing markets are important for students preparing to work in an international environment. Performance metrics among different resort amenities are compared.

Learning outcomes

- Define the role that leisure activities, real estate development, and amenities play in the resort concept
- Describe the similarities and differences among transient and destination resorts
- Analyze the various aspects of the resort development process
- Associate the design of resort facilities with operational characteristics
- Explore the essential steps to marketing the recreational attributes of resorts
- Examine strategies for managing resort properties
- Explain the associated terminology of different resort amenities.
- Research, analyze and describe international resort growth markets
- Create a service innovation for a resort amenity

Grading

Attendance/quizzes  50 points
2 Tests            200 points
Research paper    100 points
Presentation      50 points
TOTAL             400 points
Class format:  Class hours 3  Lab hours 0

Course materials and textbooks:

Resort Development Handbook Urban Land Institute
International Destinations

Course Description

This course introduces the student to the most famous travel destinations in the world. Specific emphasis is placed on understanding the cultural and political differences presented at these locations and what makes them unique. Students explore the role governments and the media play in generating destination appeal. Moreover how international destinations are growing and declining as it relates to the industries of hospitality. Furthermore, student’s internship opportunities and benefits are emphasized.

Course objectives

The International Destinations course follows three distinct orientations.
- The identification of key tourism locations as attractions of people’s leisure time, energies, and interests, is a major theme of this course.
- Readings and assignments center on the nature of travel destinations, particularly on the cultural and economic attributes that delineate destination places in the world.
- Finally an application of world travel knowledge as it relates to security, politics and media are addressed.

Learning outcomes

- Identify and describe the major travel destinations throughout the world.
- Analyze the interrelationships between the various physical and cultural factors that make up and influence a destination’s tourist environment.
- Evaluate the relative importance, strengths and weaknesses, attractions and satisfaction of various tourist destinations.
- List, identify, and explain major geographic growth regions for hospitality and tourism firms globally.
- Describe the impacts international cultural has on doing business abroad.
- Research the risk associated with international travel.
- Examine the role governments play in cross border travel.
- Explain the role media plays in destination marketing.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Critical thinking report</td>
<td>(2*5) 10</td>
</tr>
<tr>
<td>Critical thinking discussion</td>
<td>(2*5) 10</td>
</tr>
<tr>
<td>Project</td>
<td>40</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
**Class format:** 3 class hours, 0 lab hours.

**Course materials and textbooks:**

The following are sample texts, from which the appropriate chapters will be chosen:

- Lonely Planet, “The Travel Book: A Journey through Every Country in the World” by Roz
- Hopkins Publisher: Lonely Planet Publications (2013.)

The main texts will be supplemented by other readings. **Materials for readings for each class will be posted in advance and PowerPoint presentation slides after the class on My Courses site (under Content section).**
Culture and Globalization

Course Description

This course explores critical issues of globalizing culture. How are ideas, attitudes, and values exchanged or transmitted across conventional borders? How has the production, articulation, and dissemination of cultural forms (images, languages, practices, beliefs) been shaped by global capitalism, media industries, communication technologies, migration, and tourist travels? How are cultural imaginaries forged, exchanged, and circulated among a global consumer public? How has the internationalizing of news, computer technologies, video-sharing websites, blogging sites, and other permutations of instant messaging served to accelerate cultural globalization? Students will be introduced to anthropological perspectives on cultural globalization, the transmission of culture globally, and the subsequent effects on social worlds, peoples, communities, and nations.

Course objectives

After completing this course successfully, the students should be able to:

- Demonstrate knowledge of the key perspectives, concepts, and terminologies of cultural globalization.
- Identify appropriate application of analytical tools and fundamental models and methods of analysis for assessing global change and local consequences.
- Demonstrate foundational knowledge of qualitative research skills, including ethnographic and/or sociological research methods, for the analysis of concrete social or political situations in a global context.
- Demonstrate knowledge of the relative rights of peoples, cultures, and societies in a global context.
- Correlate the dynamic relationships between the mandates of globalization, political interests, local traditions, and cultural transformations.

Learning outcomes

Upon successful completion of this course, the students will be able to accomplish the following:

- Analyze the interrelation between culture and globalization.
- Identify anthropological approaches for assessing the making of global cultural imaginaries.
- Comprehend the various routes whereby cultural practices and identities are globally circulated.
- Analyze the mechanisms and principles of mediating culture in a global context.
- Identify the political, economic, and social factors involved in the creation of global consumer cultures.
- Evaluate and analyze the relation between globalization and national distinction through specific case studies of culture as a translocal commodity.
- Assess transglobal cultural flows and the various appropriations of cultural forms.
• Comprehend the role of the state in channeling, managing, and directing transnational cultural movements.
• Identify the modes of global cultural production (signs, symbols, values, ideologies).
• Evaluate the emergence of transglobal culture industries.
• Evaluate the changing attitudes and competing demands for cultural commodities and ideologies on a global stage.
• Assess the strategies and processes of cultural commodification, branding, and authentication in the global marketplace.
• Identify, synthesize, and apply key theoretical perspectives (critical theory, cultural studies, discourse and power) to the analysis of cultural global issues.

Grading
First exam (in week 8) 35 points
Second Exam (in week 15) 20 points
In Class Discussions (15 x 2) 30 points
Class participation 15 points
TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Below are sample texts from which appropriate chapters will be selected:
2. Pieterse, Jan Nederveen (ed) 2009 Globalization and Culture (Rowman and Littlefield)

The main texts will be supplemented by other readings, more recent journal articles, and by films. Documentary and feature films (video Presentations)
History of Premodern Japan

Course description

Many different native and foreign traditions played key roles in forming and shaping ancient and contemporary Japanese cultures. Among these we find Shinto, Buddhism, Confucianism and more recently Christianity and Western secular ideals. This course is intended to enable students to explore the ways these traditions came to nurture the major values and aspirations of the Japanese people. For example, one will explore the influence of Zen Buddhism on the development of the various forms of Japanese arts or the sources of the warrior culture of the Samurai with its code of conduct called Bushido and its role in setting individual and social standards throughout the various periods of Japanese history including modern Japan. This course will also offer a quick survey of Japanese history with a special emphasis on the events that gave rise to its major religious, philosophical and social concepts.

Course objectives

The primary objective of this course is to familiarize the students with the major concepts, ideas, beliefs, attitudes that shaped ancient and contemporary Japanese cultures. More precisely, by taking this course students should be able to: 1. identify these major concepts, ideas, etc., 2. understand their meaning within their proper contexts, and 3. see how they relate to common patterns in Japanese history and cultures.

Another objective for this course is the use and development of critical thinking. This course is therefore meant to give students the opportunity to develop: 1. the skill of summarizing content, 2. the skill of listening to other people's points of view and taking notes, and 3. the skill of presenting one's point of view orally and in writing.

Grading

- 3 Quizzes @5% 15%
- 2 Reports @20% 40%
- 1 Group presentation 30%
- Participation 15%

TOTAL 100%

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

All reading material related to the themes and specific content of this course will be provided in class. For general information regarding the religious traditions covered in the course students may use any resources available in local libraries or the internet.
Senior project

Course Description
This is a capstone course requiring students to integrate skills and knowledge from other courses by conducting research into an area of professional interest or concern in hospitality or health care. The project incorporates gathering primary data, assessing and summarizing the data, and drawing conclusions from the data. The conclusions drawn form the foundation for recommendations for innovation and improvement.

Goals of the Course
This is a capstone course requiring students to integrate the skills and knowledge from other courses by conducting research into an area of professional interest or concern in hospitality or health care. The project incorporates gathering primary data, assessing and summarizing the data, and drawing conclusions from the data. The conclusions drawn lead to recommendations for innovation and improvement in processes or organizations. Secondary goals include project management, working with organizations that will support the primary research, gathering secondary research, and meeting RITs Writing Intensive-Program requirement.

Learning outcomes
Upon completion of this course, the student will be able to:

Describe/explain the generic research and development process including:
• defining/describing the research problem
• reviewing relevant research
• identifying relevant primary data questions/issues
• gathering primary data
• compiling primary data
• drawing conclusions from the primary data (including statistical testing)
• identifying solutions that may mitigate the problem
• identifying areas for further research.

Grading
Final Paper 52 pts
Mentor Meetings 12 pts
Project format 8 pts
Final presentation 16 pts
In-class presentation 12 pts
TOTAL 100 points
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Materials for each class will be posted on My Courses (under Content).

Conducting Research by Lawrence T. Orcher 2005; Pyrczak Publishing, Glendale, CA
Research articles (exemplars) from hospitality and tourism journals;
Microsoft Excel and Minitab (for statistics and charts); Microsoft Word (for writing and charts);
Microsoft PowerPoint (for presentation)
Course description and objectives

This course is an introduction to the subject of wine for hospitality industry managers. Topics include the history of wine, winemaking, wine producing regions of the world, grape and wine varieties, winetasting, wine and food pairing, and wine service.

Learning outcomes

Upon completion of this course, the student will be able to:

- Define wine and the winemaking process
- Discuss the history and evolution of wine
- Identify major wine grape varieties
- List & discuss the major wine making regions of the world
- Evaluate wine for distinguishable flavor and aroma characteristics
- Identify proper wine service temperatures
- Serve wine using professional standards
- Pair an appropriate wine with food
- Evaluate wine for quality

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class &amp; Fieldtrip participation</td>
<td>20</td>
<td>Students are expected to come to class prepared to discuss the topic for the day and to participate in class team projects or other activities.</td>
</tr>
<tr>
<td>Group Menu Pairing project</td>
<td>30</td>
<td>Students will design a four course meal and pair every dish with a matching wine.</td>
</tr>
<tr>
<td>Group Research Project</td>
<td>30</td>
<td>Participation in both written and oral presentations is required for credit. Each group will present their project in front of the class.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>Final Exam will be given in the form short answer and multiple choice questions</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>


**Class format:** Class hours 2 Lab hours 0.

**Course materials and textbooks:**

Jeff Cox: From Vines to Wines  
Emile Peynaud: The Taste of Wine  
Michael Schuster: Essential Winemaking  
Kevin Zraly: The Ultimate Wine Companion
International Destinations

Course Description

This course introduces the student to the most famous travel destinations in the world. Specific emphasis is placed on understanding the cultural and political differences presented at these locations and what makes them unique. Students explore the role governments and the media play in generating destination appeal. Moreover, how international destinations are growing and declining as it relates to the industries of hospitality. Furthermore, student’s internship opportunities and benefits are emphasized.

Course objectives

The *International Destinations* course follows three distinct orientations.

- The identification of key tourism locations as attractions of people’s leisure time, energies, and interests, is a major theme of this course.
- Readings and assignments center on the nature of travel destinations, particularly on the cultural and economic attributes that delineate destination places in the world.
- Finally, an application of world travel knowledge as it relates to security, politics and media are addressed.

Learning outcomes

- Identify and describe the major travel destinations throughout the world.
- Analyze the interrelationships between the various physical and cultural factors that make up and influence a destination’s tourist environment.
- Evaluate the relative importance, strengths and weaknesses, attractions and satisfaction of various tourist destinations.
- List, identify, and explain major geographic growth regions for hospitality and tourism firms globally.
- Describe the impacts international cultural has on doing business abroad.
- Research the risk associated with international travel.
- Examine the role governments play in cross border travel.
- Explain the role media plays in destination marketing.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Critical thinking report</td>
<td>(2*5) 10</td>
</tr>
<tr>
<td>Critical thinking discussion</td>
<td>(2*5) 10</td>
</tr>
<tr>
<td>Project</td>
<td>40</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
**Class format:** 3 class hours, 0 lab hours.

**Course materials and textbooks:**

The following are sample texts, from which the appropriate chapters will be chosen:

- Lonely Planet, “The Travel Book: A Journey through Every Country in the World” by Roz
- Hopkins Publisher: Lonely Planet Publications (2013.)

The main texts will be supplemented by other readings.

*Materials for readings for each class will be posted in advance and PowerPoint presentation slides after the class on My Courses site (under Content section).*
International Resort Management

Course description

The course gives the student an understanding of how resorts and their recreational amenities are developed as tourist and business destinations. Focus is on the planning, development, operation, design, and special needs of golf, ski, marina, tennis, and spa operations. As part of this study, students select a specific type of property and analyze the methods used to develop, manage, and innovate the property's service offering.

Course objectives

This course provides students with an understanding of the recreational operations associated with resort properties. Students need to understand the service and facility challenges in operating resort hotels and identify International areas of corporate resort growth. Differences in design and management standards across developing markets are important for students preparing to work in an international environment. Performance metrics among different resort amenities are compared.

Learning outcomes

- Define the role that leisure activities, real estate development, and amenities play in the resort concept
- Describe the similarities and differences among transient and destination resorts
- Analyze the various aspects of the resort development process
- Associate the design of resort facilities with operational characteristics
- Explore the essential steps to marketing the recreational attributes of resorts
- Examine strategies for managing resort properties
- Explain the associated terminology of different resort amenities.
- Research, analyze and describe international resort growth markets
- Create a service innovation for a resort amenity

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/ quizzes</td>
<td>50</td>
</tr>
<tr>
<td>2 Tests</td>
<td>200</td>
</tr>
<tr>
<td>Research paper</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>
**Class format:**  Class hours 3  Lab hours 0

**Course materials and textbooks:**

Resort Development Handbook Urban Land Institute