RIT CROATIA PROGRAM OUTLINE

PROGRAM TITLE: INTERNATIONAL BUSINESS

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.

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

IB 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 capstone course
- 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 800 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 in International Business students receive a Bachelor of Science (B.S.) degree in International Business 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 IB program will receive the degree title of stručni prvostupnik/ prvostupnica (baccalaureus/baccalaurea) međunardnog poslovanja. 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

Students majoring in International Business at RIT Croatia, learn how to serve customers in international markets. They also learn how to take a local business global. Immersion in another nation's culture, values, and business practices is the key to international business success. Students gain an understanding of how people in other countries live and develop business strategies that meet the needs and wants of customers. Specific courses may include topics in strategic planning, marketing, government relations, and policy analysis.

A successful product in one country does not guarantee success in another. At RIT Croatia, we teach our students what it really means to have a global business. We stress the values of diversity and understanding – students graduate with the ability to take a problem and solve it while also factoring in variables such as language, customs and government policy.
This program is designed to challenge students with unique problems and situations. It is the only program within RIT Croatia to require a co-major. The purpose behind the co-major is to allow students to focus on a specific area of business within the realm of international business. All students must also complete a cooperative education experience in a duration of 800 working hours.

Students take the core business classes offered at RIT Croatia, however International Business students also take related classes oriented toward the global environment, including Finance in Global Environment, Global Business: Special Issues, and Managing in a Global Environment. Students in the program also choose a co-major to develop expertise in a specific area which can then be applied to their International Business knowledge base. Student can co-major in Finance or Marketing.

In addition to their core training, each student also must choose a foreign language. Students are expected to be fluent in at least one other language aside from their native tongue so as to effectively communicate in the global arena.

7. LIST OF COURSES WITH ASSIGNED CREDITS (class and credit hours) and ECTS POINTS PER SEMESTER/YEAR LEVEL

<table>
<thead>
<tr>
<th>YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 1</td>
</tr>
<tr>
<td>Course no.</td>
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<tr>
<td>UWRT-100</td>
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<tr>
<td>ECON-101</td>
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<td>MGMT-101</td>
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<td>MGIS-101</td>
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<tr>
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<tr>
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<td>MKTG-230</td>
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<tr>
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### YEAR 3

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#### SPRING 3

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**YEAR 4**

**FALL 4**

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<td>MKTG-350</td>
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**SPRING 4**

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<td>MKTG-370</td>
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<td>FINC-352</td>
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<tr>
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<td>Abnormal Psychology</td>
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<td>0</td>
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<td>L. Buhin Lončar</td>
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</table>
Critical Reading and Writing

Course Objectives and Course Description

This course is designed to help students improve their critical thinking, reading, and writing skills. Through oral and written presentations, lectures and discussion students will analyze, interpret and evaluate materials from various disciplines. They will discover different methods used by authors in their process of writing. By exploring different genres students learn how writers employ the 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 Peer Response Groups students will learn to critique their own and others’ works in order to become a more independent and competent reader and writer. 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 at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

The following categories will determine your grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper #1 - Remembering an Event</td>
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<tr>
<td>Paper #2 - Writing a Profile</td>
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<tr>
<td>Paper #3 - Explaining a Concept</td>
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<tr>
<td>Paper #4 - Finding Common Ground</td>
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<tr>
<td>Peer Response Groups</td>
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<tr>
<td>Class Absences and Class Participation</td>
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**Total**                                           **100 points**

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

**Course materials and textbooks:**


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 = 25% of grade
Quiz 2 = 15% of grade
Exam 2 = 25% of grade
Individual presentation = 10% 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.
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, log-arithmic 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

First Test   15 points
Second Test  15 points
Midterm      30 points
Final test   35 points
Attendance   5 points
TOTAL        100 points

The A-F letter grade is computed according to the standard 100% system:
A = 91-100;   B = 80-89;   C = 70-79;   D = 60-69;   F = 0-59.

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:


Computer packages   Using spreadsheet – Excel
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

Class format: Class hours 2  Lab hours 2

Course materials and textbooks:


Papers selected from the primary literature (updated annually)
Business 1: Ideas and Business Planning

Course Description

This is the first of a two-course sequence comprising the freshman integrated experience. In Business 1 students will be introduced to the key functional areas of business, the evaluation of new business opportunities, and the business plan process. By applying the creative process, students will conceive new business ideas that will be developed through the remainder of the sequence.

Course objectives

After completing this course, students should be able to:

- Identify and apply creative methods for idea generation.
- Evaluate business opportunities.
- Explain key business functions.
- Experience business decisions implications.
- Present and explain business ideas.
- Create a business plan.
- Understand the principles of management.

Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
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<td>Class Participation</td>
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</tr>
<tr>
<td>Tests (10% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Business Plan</td>
<td>35%</td>
</tr>
<tr>
<td>Individual Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Team Homework</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:


Additional readings will be distributed in class.
Course Description

This course accompanies the freshman business sequence in which students learn to take a business idea from inception to launch. In this course, students learn how electronic spreadsheet tools can help them assess the operational, financial and market viability of their business idea. Emphasis will be placed on the application of spreadsheet models for supporting business decision making. A variety of spreadsheet-based cases in multiple business domains will be utilized to show how to effectively analyze and solve business problems using the spreadsheet tool.

Course objectives

Upon completing the course, students should be able to:

- Identify components of spreadsheet design that support business decision making
- Employ spreadsheet based analytical skills to turn data into information
- Apply spreadsheet-based analysis in a variety of business functional areas.
- Evaluate commercial viability of the new product/service using spreadsheet models.
- Outline the steps for analyzing new product/service feasibility.
- Identify and evaluate target markets of the new product/service using spreadsheet models.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab assignments</td>
<td>40%</td>
</tr>
<tr>
<td>4 Practical Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

Class format: Class hours 0 Lab hours 1

Course materials and textbooks:

How to Use Microsoft Excel: The Careers in Practice Series, Joseph M. Manzo e-ISBN: 978-1-4533-4877-2, the book is available at the following site, and various options to purchase it. [https://students.flatworldknowledge.com/course/1450823](https://students.flatworldknowledge.com/course/1450823).
**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.

**Goals of the course:**
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).
  a. 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.
  b. 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:

Examinations and Final: Midterm examination plus a final exam
Points associated with each performance evaluation criteria are as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class work</td>
<td>5 points</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>11 x 5 points</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>10 points</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Examination</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:**

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.
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
Email assignment 10 points
Career Exploration Assignment 15 points
Interview Assignment 15 points
Quiz and Student Handbook 25 points
End-of-Course In-Class Writing Assignment 15 points
Attendance 12 points
Class participation 8 points
TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks: NO
Applied Calculus

Course Description

A course stressing applications of calculus concepts to solving problems in business and Allied Health. Topics include the limit concept, differentiation, partial differentiation, and integration.

Course objectives

- To have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of calculus.
- To provide students with the necessary manipulative skills required for solving problems in calculus.

Learning outcomes

- Define concepts of calculus.
- Solve calculus problems.
- Apply calculus to problems in business, economics and the medical sciences.

Grading

First Test (30 points), week 5,
Midterm (30 points), week 10
Final test (30 points), week 16,
Attendance (10 points).
The A-F letter grade is computed according to the standard 100% system:
A = 90-100;  B = 80-89;  C = 70-79;  D = 60-69;  F = 0-59.

Class format:  Class hours  4  Lab hours 0

Course materials and textbooks:

1 Tan, Applied Calculus For the Managerial, Life, and Social Sciences, Brooks/Cole,
Pacific Grove, CA
Course Description

This course is designed to enable students to analyze issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and budget deficits. The course will provide a unified framework to address these issues and to study the impact of different policies, such as monetary and fiscal policies, on the aggregate behavior of individuals. The course develops the concept and tools of analysis needed to understand how overall performance of an economic system is determined and affected by decisions made in the household, business sector, government and foreign sectors. After completing this course, students will be provided with better understanding of the decision making at the level of an entire economy.

Learning Outcomes

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 policymaking – 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.
Grading:

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

- Quiz = 15% of grade
- Exam 1 = 25% of grade
- Quiz 2 = 15% of grade
- Exam 2 = 25% of grade
- Team presentation = 10% of grade
- Individual 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, *Macroeconomics*, 10th Global Edition, (Pearson Education Limited: 2012). 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.
Introduction to Psychology

Course Description

Introduction to the scope and methodology of psychology. Provides a survey of basic concepts, theories, and research methods. Topics include: thinking critically with psychological science; neuroscience and behavior; sensation and perception; learning; memory; thinking, language, and intelligence; motivation and emotion; personality; psychological disorders and therapy; and social psychology.

Goals of the Course

1. Introduce students to the field of psychology, its basic concepts, theories, research methods, and contributions to the understanding of human behavior.
2. Teach students to think as scientists and learn to apply introductory principles, concepts, and terms to everyday life.
3. Develop critical thinking and problem solving skills as they relate to the application of psychology and its principles.
4. Provide a foundation that will enable students to understand, and benefit from, advanced courses in psychology.
5. Master material in at least 10 different topic areas covered by the course.

Course Learning Outcomes and Associated Assessment Methods

1. Understand core concepts and controversies from each of the 10 topic areas (exams, research report, in-class activities, discussions)
2. Understand relationships between individuals, the environment, cognition, and behavior(exams, research report, in-class activities, discussions)
3. Be familiar with the major critical debates in psychology and the evidence used by the different sides of each debate (exams, research report, in-class activities, discussions).
4. Demonstrate the ability to think critically about theories and research in Psychology (research report, discussions).
5. Demonstrate effective written communication skills (research report).

Class format: Class hours 3  Lab hours 0

Text & Additional Resources

A selection of readings from various sources will be placed on MyCourses.

Students will be directed to possible resources available through the Wallace Library at RIT.
Evaluation of Students’ Work

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>85</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Research Report</td>
<td>20</td>
</tr>
<tr>
<td>Outlines</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>149</strong></td>
</tr>
</tbody>
</table>


Critical Reading and Writing

Course Objectives and Course Description

This course is designed to help students improve their critical thinking, reading, and writing skills. Through oral and written presentations, lectures and discussion students will analyze, interpret and evaluate materials from various disciplines. They will discover different methods used by authors in their process of writing. By exploring different genres students learn how writers employ the 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 Peer Response Groups students will learn to critique their own and others’ works in order to become a more independent and competent reader and writer. 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 at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Grading

The following categories will determine your grade:

- Paper #1- Remembering an Event 20 points
- Paper #2 - Writing a Profile 20 points
- Paper #3 - Explaining a Concept 20 points
- Paper#4 - Finding Common Ground 20 points
- Peer Response Groups 10 points
- Class Absences and Class Participation 10 points
- TOTAL 100 points

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:


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

Class format: Class hours 2  Lab hours 2

Course materials and textbooks:


Papers selected from the primary literature (updated annually)
Business 2: Technology-enabled Launch

Course Description

This course, the second course in the First-year Business Sequence, applies technology tools to create tangible outcomes for product and marketing ideas from the business plan. Students will develop websites, video marketing tools and other outcomes while refining their plans for business launch.

Course objectives

- Define and finalize the business plan
- Develop a video presentation targeted to various stakeholders
- Research and identify the key technologies impacting the proposed new product or service
- Create business process models that document the new business idea
- Develop a website to support the new business processes

Grading

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Homework – 2 (5% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Team Homework</td>
<td>5%</td>
</tr>
<tr>
<td>Video</td>
<td>25%</td>
</tr>
<tr>
<td>Website</td>
<td>20%</td>
</tr>
<tr>
<td>Tests – 3 (10% each)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 1  Lab hours 1

Course materials and textbooks:

Corporate Finance

Course Description

This course is designed to enable students to view and value corporate strategy through the lens of corporate finance. The course delivers a deeper understanding of how firms make financing and investing decisions. We will analyze data drawn from across the business from the viewpoint of the investors. After completing this course, students will be provided with financial insight into the decision making process. More specifically, the course will cover:

- types of business organizations and the relative advantages of each type
- overview of financial markets and institutions
- analysis of financial statements
- time value of money
- valuation of stocks and bonds
- link between risk and return and CAPM
- evaluating projects using metrics such as NPV, IRR and PI
- real options
- dividend policy
- evaluating short-term financing alternatives.

Grading

4 Exams  20% each
Homework  20%
Participation (90%)  Extra 3%

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:

Principles of Marketing

Course Description

This course will introduce students to the basic concepts and terminology in the field of marketing. The goal is to provide students with the foundation necessary for understanding the discipline of marketing and its role, impact and influence in society, as well as to prepare students for other courses in the marketing domain. Topics covered will include marketing strategy, types of markets, market research, market segmentation, targeting and positioning, and marketing mix (4 Ps). As an introductory course, the class will cover the large breadth of topics albeit in limited depth.

Welcome

Course objectives

After completing this course, students should be able to:

- Describe the role of marketing in the firm and its impact on society
- Identify integral concepts and practices of contemporary marketing and become fluent in the terminology of marketing
- Critically analyze the buying process of both consumers and organizations
- Explain the components of the marketing mix (4 Ps) and their relevance
- Recognize the differences between marketing of goods and marketing of services
- Identify the relevance of marketing within corporate strategy and planning
- Analyze market segments and apply different marketing mixes in different environments
- Assess pricing strategies, identify target markets and develop a marketing plan
- Demonstrate an understanding of market research and the data driven nature of marketing
- Recognize their roles as ethical consumers and managers.
Grading

Attendance and Class Participation  10 %
Tests (15% each)  45 %
Marketing Plan  30 %
Individual Homework  10 %
Team Homework  5 %
Total  100%

Class format:  Class hours 3  Lab hours 0

Course materials and textbooks:

Principles of Marketing, 5th European edition, Kotler, Armstrong, Wong, Saunders
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
First Test 30 points  
Midterm 30 points  
Final test 30 points  
Attendance 10 points  
TOTAL 100 points

The A-F letter grade is computed according to the standard 100% system:
A = 90-100;  B = 80-89;  C = 70-79;  D = 60-69;  F = 0-59.

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.  
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

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

Grading:

1. “Short” proposal 5 pts.
3. Rough Outlines 5 pts.
5. Annotated Bibliography 15 pts.

TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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 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. 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 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

The following categories will determine your grade:

1. Homework and/or Other Written Assignments 10 points
2. Quizzes (3 quizzes) (3 x 15) 45 points
3. Final Exam Grammar and Vocabulary 20 points
4. Oral Exam (3 x 5) 15 points
5. Class Absences and Class Participation 10 points

TOTAL 100 points

Class format: Class hours 4  Lab hours 0

Course materials and textbooks:


Additional books:

- Café crème 1 - cahier d’exercices
- Café crème 1 - cassette vidéo
- Café crème 1 - cassette audio
- French dictionary
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:

6. Homework and/or Other Written Assignments 10 points
7. Quizzes (3 quizzes) (3 x 15) 45 points
8. Final Exam Grammar and Vocabulary 20 points
9. Oral Exam (3 x 5) 15 points
10. 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:

<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 15)</td>
<td>45</td>
</tr>
<tr>
<td>Final Exam Grammar and Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Oral Exam (3 x 5)</td>
<td>15</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>
Class format: Class hours 4  Lab hours 0

Course materials and textbooks:


Additional course material:

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 Giuliana Trama, ALMA Edizioni, 2000

Cinema italiano, impararel’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</td>
</tr>
<tr>
<td>Quizzes (3 quizzes) (3 x 15)</td>
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</tr>
<tr>
<td>Final Exam Grammar and Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Oral Exam (3 x 5)</td>
<td>15</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:

*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)
Course Description

Management accounting function within today’s increasingly complex organizations face many challenges – and some valuable opportunities. With this in mind, the main aim for this course is to enable students to understand and critically evaluate the context, relevance and potential impact of accounting/finance information within such entities. This will primarily be achieved by identifying some of the most important management ‘issues’ typically faced by organizations.

Course objectives

- Comprehend the typical framework and constituent role(s) of organizational accounting/finance functions;
- Demonstrate a reasoned awareness of how key accounting/finance information is obtained, presented and utilized;
- Select and implement a range of accounting/finance tools [such as performance ratios, costing systems, budgeting, project appraisal and working capital management] appropriate to different situations and contexts;
- Present accounting/finance information and related analytical interpretation and discussion in an effective manner;
- Recognize factors associated with the appropriate sourcing of both short and long-term financial funds;
- Appreciate notable behavioral, ethical and social factors associated with the provision of accounting/finance information; and
- Critically evaluate the effectiveness of ‘traditional’ accounting/finance approaches - and assess current research and possible future developments
Grading

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

Examinations: 3 in-class partial exams

Points associated with each performance evaluation criteria are as follows:

Class work 10 points
Attendance 5 points
Case study 1 and 2 25 points
Examination #1 20 points
Examination #2 20 points
Examination #3 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 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.
Organizational Behavior

Course Description

An introductory course in managing and leading organizations, this course provides an overview of human behavior in organizations at the individual, group, and organizational level with an emphasis on enhancing organizational effectiveness. Topics include: individual differences, work teams, motivation, communication, leadership, conflict resolution, organizational culture, and organizational change. Prerequisite: sophomore standing.

Course objectives

Upon completion of this class, students should be able to:

- Cite the fundamental factors addressed in explaining individual behavior within organizational settings.
- Publicize the most substantiated theories used to understand individual employee performance.
- Identify managerial approaches to reducing workplace stress and managing work-life balance.
- Cite the fundamental factors addressed in explaining group and team behavior within organizational settings.
- Publicize the essential differences between the most substantiated theories for understanding organizational leadership.
- Delineate the influence of power and politics in the operation of organizational justice.
- Publicize the interrelation of organizational structure, organizational design, and organizational culture.

Grading

Approximately 50% of the final grade in this class will be objectively determined by a student’s weighted average score on a total of 3 tests given throughout the term. 20% of the final grade will be determined by a weighted average of the grade given a student’s contribution and participation each class period. 30% of the final grade will be determined by the grade given to each student for performance on their team project.
Undergraduate

Avg. grade on 4 tests * 0.50 =

Grade on team paper * 0.30 =

Avg. grade on class participation * 0.20 =

Total Points Obtained From Above

Grading Criteria and Operational Definitions

0.90 – 1.00  A  The student rises above the material and demonstrates mastery

0.80 – 0.89  B  The students has an above understanding of the materials

0.70 - 0.79  C  The student has an average understanding of the materials

0.60 - 0.69  D  The student has a marginal but passing understanding of materials

0.00 - 0.59  F  The student has not shown an adequate understanding of the material.

Class format:  Class hours 3  Lab hours 0

Course materials and textbooks:

Course Description

Overview of global business issues and strategies, through combination of discussion, readings, cases, lectures and analysis of current events.

Course is focused on the areas of macro issues related to economic, political and human environments in global business, with analysis and insight of the functional operations of global firms. Main modules of the course are:

- Drivers to globalization and its impact
- International trade
- Business environments (political, economic, legal)
- World economies and international business participants
- Global strategies and Modes of Market Entry
- Identification of various strategic management approaches available to global enterprises
- International Finance and International Monetary System
- International Marketing and Human Resource Management

Course objectives

- To identify, distinguish, classify and evaluate unique characteristics, opportunities, challenges, institutions and approaches of business in global context
- Increase knowledge about issues and topics relevant to international business as well as about international financial market
- Understand and identify international participants and their roles.
Grading

Class participation 15
In-class quizzes, individual papers, homework 20
Group presentation 25
Final exam 40
Total 100

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

International Business: Opportunities and Challenges in a Flattening World by Mason Carpenter and Sanjyot P. Dunung.
Course Description

An elementary introduction to the topics of regression and analysis of variance. The statistical software package Minitab will be used to reinforce these techniques. The focus of this course is on business applications. This is a general introductory statistics course and is intended for a broad range of programs.

Course objectives

- To develop students' understanding of the applications of probability and statistics that supports engineering, science, mathematics and other areas.
- To acquaint students with probability and statistics notation and the basic theory of probability and statistics.
- To develop a capacity for critical and analytical thinking.
- To develop an appropriate level of mathematical and statistical literacy and competency.

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

First Test (30 points, 40 minutes), week 5,
Midterm (30 points, 40 minutes), week 10
Final test (30 points, 60 minutes), week 14,
Attendance (10 points).

The A-F letter grade is computed according to the standard 100% system:
A = 90-100;  B = 80-89;  C = 70-79;  D = 60-69;  F = 0-59.

Class format:  Class hours  4  Lab hours 0

Course materials and textbooks:

- Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Duxbury.
- Agresti and Franklin, Statistics, The Art and Science of Learning from Data, Pearson
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; students must take the placement exam if this is their first RIT French class, and they have some prior study of French). 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 15): 45 points
- Final Exam Grammar and Vocabulary: 20 points
- Oral Exam (3 x 5): 15 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:**

- Café crème 1 - cahier d’exercices
- Café crème 1 - cassette vidéo
- Café crème 1 - cassette audio
- French dictionary
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
Homework and/or Other Written Assignments 10 points
Quizzes (3 quizzes) (3 x 15) 45 points
Final Exam Grammar and Vocabulary 20 points
Oral Exam (3 x 5) 15 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, 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)
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 15) 45 points
Final Exam Grammar and Vocabulary 20 points
Oral Exam (3 x 5) 15 points
Class Absences and Class Participation 10 points
TOTAL 100 points
**Class format:** Class hours 4  Lab hours 0

**Course materials and textbooks:**


**Additional course material:**

**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**, impararel’italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, EdizioneRedux
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 15) 45 points
Final Exam Grammar and Vocabulary 20 points
Oral Exam (3 x 5) 15 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)
Course Description

MGMT-340 Business Ethics and Corporate Social Responsibility This course applies concepts of ethics to business at the macro level and at the micro level. At the macro level the course examines competing business ideologies exploring the ethical concerns of capitalism as well as the role of business in society. At the micro level the course examines the role of the manager in establishing an ethical climate with an emphasis on the development of ethical leadership in business organizations. The following topics are typically discussed: the stakeholder theory of the firm, corporate governance, marketing and advertising ethics, the rights and responsibilities of employees, product safety, ethical reasoning, business's responsibility to the environment, moving from a culture of compliance to a culture of integrity, and ethical leadership. (Junior status) Class 3, Credit 3 (fall, spring)

Course objectives

Understand the social, political, and ethical issues facing society, businesses, and individuals.
Develop skills and frameworks to analyze and understand social and ethical issues and stakeholders.

Learning outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic knowledge on ethics and CSR in the global context</td>
<td>Individual essay</td>
</tr>
<tr>
<td>Reasoning and argument developing in various ethical contexts</td>
<td>Group case presentation and debate</td>
</tr>
<tr>
<td>Awareness of challenging changes in social positioning of business</td>
<td></td>
</tr>
<tr>
<td>Capacity of handling the process of ethical decision making</td>
<td></td>
</tr>
</tbody>
</table>
Grading

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Preparation and participation: evidence of assignments and assigned readings completed; professional and productive contribution to in-class activities and the classroom environment throughout</td>
</tr>
<tr>
<td>30%</td>
<td>Individual written assignment</td>
</tr>
<tr>
<td>30%</td>
<td>Group assignment – presentation of a case</td>
</tr>
<tr>
<td>20%</td>
<td>Final exam – test (MPC and TF)</td>
</tr>
</tbody>
</table>

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Peter Stanwick & Sarah Stanwick: Understanding Business Ethics, 2nd edition, Edward Freeman: Business in society, E-course (Coursera) Andrew Crane & Dirk Matten; Business Ethics On-line additional resources
Regional Business Studies

Course Description

Regional Business Studies (INTB.310) introduces the most important and the fast growing regional economic entities to the students, such as the European Union, China, India, and Brazil and others. The course introduces the typical competitive environment in major economies, the unique business models of the local ventures, and business opportunities and risks in these markets, using selected topics. The course will help students develop the knowledge base and skills to compete with and in major economies.

Transitional issue: This course was newly introduced with semester conversion in the academic year 2013/2014 and is taught the first time on all RIT campuses in term 2135. From now on, Global Business Environment covers concepts and theories that generally apply to any international business context, while the Regional Business Studies course builds on that foundation, applying those concepts to major business regions of the world. Best efforts will be made to avoid overlap between Global Business Environment as taught in the former quarter system and this course, caused by this transition.

Course objectives

- Develop a comprehensive picture of business development and models in major regions, such as Europe, Asia, and America.
- Identify growth opportunities and potential threats in major markets around the world.
- Research a chosen regional business topic and produce a research paper following college-level standards (research project assignment).
- Refine presentation skills by presenting the findings to the class in an iterative 2-step process with a feedback loop.
- Develop the relevant knowledge base and the necessary skills to compete successfully in these major markets, take advantage of the opportunities, and hedge the inherent risks.
Grading
Your course grade will be made up of the following graded items:

<table>
<thead>
<tr>
<th>Percentage points (weight in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven weekly quizzes in weeks 2-8, weight 4% each</td>
</tr>
<tr>
<td>Research project, consisting of several individually graded steps</td>
</tr>
<tr>
<td>As per separate assignment</td>
</tr>
<tr>
<td>Participation</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
</tbody>
</table>

Total percentage points 100

There will be no extra credit opportunities at the end of this course. Credit can only be earned through the above graded items. There is no make-up for any missed quiz, exam, or project deadline. Late submissions are not accepted. Exceptions may be granted for medical emergencies.

Total points translate to letter grades per the usual scale: 100-90.0 % = A, 89.9-80.0 % = B, 79.9-70.0 % = C; 69.9-60.0 % = D; 59.9 % and lower = F.

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

The main textbook for the first half of the course is Royal Berglee, *World Regional Geography: People, Places, and Globalization*. It is available free of charge under a creative commons license by the Saylor foundation. Please refer to myCourses > Content for detailed instructions on how to find the text. For review of Global Business concepts, we will occasionally return to Carpenter Mason / Sanjyot P. Dunung, *International Business: Opportunities and Challenges in a Flattening World*, which is also accessible via myCourses.

Textbook readings will be supplemented by current scholarly or newspaper articles, which will be posted on myCourses. You are expected to prepare for class discussion ahead of time by reading the assigned articles.

As a matter of habit students should read international newspapers and periodicals such as *The Economist, Wall Street Journal, Fortune, Financial Times, Business Week*, and many others. *Privredni Vjesnik International*, an international business newsletter from Croatia in English, can be found at [http://www.privredni.hr/pvint/](http://www.privredni.hr/pvint/).
Cross Cultural Management

Course Description

INTB.300.02 Cross-Cultural Management
INTB-300 Cross-Cultural Management This course explores the key implementation issues facing global businesses and those firms wishing to expand into the global arena. An emphasis is placed on issues related to the topic of culture. The course examines its impact on management, individuals, groups and how it affects organizational performance. Leadership styles, in the cross-cultural context, will be deconstructed as will communication, decision-making, negotiation, and motivation. Credit 3

Course objectives

- identify important managerial issues in conducting global business, such as working with and managing people from different cultural backgrounds, evaluating firm resources and capabilities, and addressing implementation issues in global business environments.

Grading

Following is how performance is evaluated for this course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies Written/Oral</td>
<td>20%</td>
</tr>
<tr>
<td>Written Paper</td>
<td>10 %</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions readings, quizzes</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:  MyCourses
Intermediate French I

Course description

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

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the French 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 French.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French 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 French on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in French, 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 10 points): 30 points
- 2 Debates (2 x 5 points): 10 points
- Course Project: 5 points
- Final Oral Examination: 10 points
- Final Exam (Grammar/Vocabulary Test + Essay): 25 points
- Class Absences and Class Participation: 10 points

TOTAL: 100 points

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Bravo, 5th ed.; J. A. Muyskens, L.H.Harlow, M.Vialet, J-F. Brière; Thomson & Heinle 2005

A selection from different textbooks will also be used for this course and students will be given the material to study each time they meet with their instructor.

Additional books

Bravo, 5th ed. – workbook and lab manual

CARTE DE VISITE, Français des relations professionnelles – cassettes vidéo; J. Delcos, B. Leclercq, M. Suvanto; Didier, 2000

English Grammar for Students of French 3th Ed.; J. Morton; The Olivia and Hill Press 1993

French dictionary
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

- Homework and/or Other Written Assignments 10 points
- Grammar and Vocabulary Quizzes (3 x 10 points) 30 points
- 2 Debates (2 x 5 points) 10 points
- Course Project 5 points
- Final Oral Examination 10 points
- Final Exam (Grammar/Vocabulary Test + Essay) 25 points
- Class Absences and Class Participation 10 points

TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- KALEIDOSKOP, 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. 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 10 points) 30 points
- 2 Debates (2 x 5 points) 10 points
- Course Project 5 points
- Final Oral Examination 10 points
Final Exam (Grammar/Vocabulary Test + Essay) 25 points
Class Absences and Class Participation 10 points
TOTAL 100 points

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 10 points)         30 points
- 2 Debates (2 x 5 points)                                10 points
- Course Project                                          5 points
- Final Oral Examination                                  10 points
- Final Exam (Grammar/Vocabulary Test + Essay)            25 points
- Class Absences and Class Participation                 10 points

**TOTAL**                                               **100 points**

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

- *Imagina, Student Activities Manual and Audio CDs*

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
Personality Psychology

Course Description

This course is intended for students who are interested in learning the history and current status of personality theories. This course examines historical and current psychological theories of personality representing a broad range of perspectives, including psychoanalytic, neopsychoanalytic, humanistic, behavioral, cognitive, and trait theories. The course will also explore biological aspects of personality as well as influences of gender and cultural on individual differences. Students will learn the strengths and weaknesses of the major personality theories, as well as how to assess, research and apply these theories. As much as possible, application to real life situations will be discussed.

Course objectives

1. Develop an understanding of the major theories of personality, their strengths and weaknesses, and the relationships between them.
2. Understand the methods involved in personality psychology research.
3. Examine the ways in which humans differ with regards to personality.
4. Learn about what variables influence personality and how personality might influence behavior.
5. Apply theories as tools for describing and explaining personality functions in individual cases.
6. Reflect on your own personality and what shaped your personality.
7. Enhance your abilities to express ideas clearly in written and spoken form, and to think critically about your own and others' ideas.

Learning outcomes

The student will be able to:

2. Identify major people, concepts, and theoretical models covered in the course.
3. Compare and contrast the major theoretical models of personality development and personality disorders, including relevant research findings.
4. Use the language of the discipline of Psychology in the area of personality theory with clarity and precision in classroom discussions and Personality Project. When appropriate, apply the current edition of the APA style to written communications.
5. Demonstrate the ability to think critically about important issues in the area of personality development through exams, classroom discussions, and Personality Project.
6. Explain biological, familial, and social influences on individual differences.

7. Recognize and appreciate diversity among people from different genders, races, ethnic, and cultural backgrounds.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 x 50)</td>
<td>150</td>
</tr>
<tr>
<td>Personality project</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

1. Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.


3. Readings from various sources on MyCourses and the Wallace Library.
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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:


Papers selected from the primary literature (updated annually)
Course Description

A survey of operations and supply chain management that relates to both service- and goods-producing organizations. Topics include operations and supply chain strategies; ethical behavior; forecasting; product and service design, including innovation and sustainability; capacity and inventory management; lean operations; managing projects; quality assurance; global supply chains; and the impacts of technology. Credit 3

Course objectives

- Students will improve their decision-making in order to implement productivity improvements using competitive strategy.
- Students will understand and be able to discuss the important role of quality and its implementation in today’s business organizations.
- Students will discuss and implement simple design decisions related to product & service design, product reliability, process selection, capacity planning, facility layout, and location planning.
- Students will design and document a process and feel comfortable with the planning process of a small project.

Grading

Following is how performance is evaluated for this course:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Production and Operations Management Society  www.poms.org
Global Marketing

Course Description

This course focuses on marketing strategy and management within the context of multinational, international and global markets. The course recognizes the complexity of global environment and the need to investigate its various economic, social, political, cultural and legal dimensions from conceptual, methodological and applications perspectives. It then considers how these environmental factors should affect, and can be integrated into, marketing programs and strategies.

The course is real-life based and consists of a combination of lectures, discussions and business cases. Additionally, students will have an opportunity to apply theoretical concepts and international best practice from the perspective of an export marketing manager through a group project. Students will have an opportunity to develop a marketing plan for the introduction of one selected product on an export market.

Course objectives

This course aims to introduce students with the marketing strategies and programs marketers apply in a global market. Globalization is the process of growing interdependence of national economies, which primarily involves customers, producers, suppliers and governments in different markets. Global marketing therefore reflects the trend of companies distributing their products and services in foreign markets around the world. It is associated with governments reducing trade and investment barriers, firms manufacturing in multiple countries and foreign firms increasingly competing in domestic markets. The main role of international marketing managers is to design and execute effective marketing programs in various countries which is a significantly complex task. Marketing programs must, in these situations, adapt to the needs and preferences of customers that have different levels of purchasing power as well as different climates, languages and cultures.
Learning outcomes

By the end of the course, each student will be expected to:

- Have mastered the basic concepts and principles that govern global marketing activities, as well as the contextual issues (cultural, regulatory, infrastructural, etc.) that affect decision making in global marketing.
- Recognize, understand, and analyze issues that are relevant to global marketing, and through the use of case studies, understand how international corporations and organizations approach these issues.
- Understand strategic decision making in the context of global marketing, all aspects of integrated global marketing organizations, and ethical issues that arise in global marketing.

Grading

Attendance and Class Participation 10%
Tests (15% each) 45%
Marketing Plan 30%
Homework 15%

Your final grade will be a function of the total number of points you have earned, on the following basis:

<table>
<thead>
<tr>
<th>Percentage of Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>A</td>
</tr>
<tr>
<td>81 – 90</td>
<td>B</td>
</tr>
<tr>
<td>71 – 80</td>
<td>C</td>
</tr>
<tr>
<td>61 – 70</td>
<td>D</td>
</tr>
<tr>
<td>60 and less</td>
<td>F</td>
</tr>
</tbody>
</table>

The same scale will be used for grading all assignments.

Class format:  Class hours 3  Lab hours 0

Course materials and textbooks:

Global Marketing Management, 5th edition, Kotabe and Helsen, Wiley
**Course Description**

An introduction to professional communication contexts and processes emphasizing both conceptual and practical dimensions. Participants engage in public speaking, small group problem solving and leadership, and professional writing exercises while acquiring theoretical background appropriate to understanding these skills.

**Course objectives**

1. The student who has successfully completed the course will demonstrate the ability to communicate professionally and effectively in a variety of settings and contexts, including
   - oral presentations, including use of PowerPoint
   - writing targeted professional documents, including memos, e-mails, letters, and reports
   - critical listening and nonverbal communication scenarios
   - group exercises and projects
   - planning and conducting meetings and recording minutes of meetings
2. The student will develop the ability
   - to use clear, concise, and grammatically correct language and appropriate formats in a variety of documents,
   - to select, organize, and deliver information in businesslike and professional presentations, and
   - to contribute to team performance and to participate productively in meetings.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term review Quiz</td>
<td>15%</td>
</tr>
<tr>
<td>Informative or persuasive</td>
<td>15%</td>
</tr>
<tr>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td>Group presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Writing</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</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:**

Intermediate French II

Course description

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

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the French 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 French.

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French 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 French on a chosen topic.

One of the most important objectives of the course is also to teach students how to write better in French, 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 10 points)  30 points
- 3 x Debates (3x5 points)  15 points
- Final Oral Examination  10 points
- Final Exam (Grammar/Vocabulary Test + Essay)  25 points
- Class Absences and Class Participation  10 points

TOTAL  100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

*Bravo, 5th ed.; J. A. Muyskens, L.H. Harlow, M. Vialet, J-F. Brière; Thomson & Heinle 2005*

A selection from different textbooks will also be used for this course and students will be given the material to study each time they meet with their instructor.

*Additional books*

*Bravo, 5th ed. – workbook and lab manual*

*CARTE DE VISITE, Français des relations professionnelles – cassettes vidéo; J. Delcos, B. Leclercq, M. Suvanto; Didier, 2000*

*English Grammar for Students of French 3th Ed.; J. Morton; The Olivia and Hill Press 1993*

*French dictionary*
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

- Homework and/or Other Written Assignments 10 points
- Grammar and Vocabulary Quizzes (3 x 10 points) 30 points
- 3 x Debates (3x5 points) 15 points
- Final Oral Examination 10 points
- Final Exam (Grammar/Vocabulary Test + Essay) 25 points
• Class Absences and Class Participation 10 points

TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

• KALEIDOSKOP, 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

- Homework and/or Other Written Assignments 10 points
- Grammar and Vocabulary Quizzes (3 x 10 points) 30 points
- 3 x Debates (3x5 points) 15 points
- Final Oral Examination 10 points
- Final Exam (Grammar/Vocabulary Test + Essay) 25 points
- Class Absences and Class Participation 10 points

TOTAL 100 points

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 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 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

- Homework and/or Other Written Assignments  10 points
- Grammar and Vocabulary Quizzes (3 x 10 points)  30 points
- 3 x Debates (3 x 5 points)  15 points
- Final Oral Examination  10 points
- Final Exam (Grammar/Vocabulary Test + Essay)  25 points
- Class Absences and Class Participation  10 points

TOTAL  100 points
Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

- *Imagina (2007), Español sin barreras, Curso intermedio de la lengua española, Blanco-Tocaimaza-Hatch, Vista Higher Learning, Boston, Massachusetts*
- *Imagina, Student Activities Manual and Audio CDs*

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
Managing Assets and Liabilities

Course objectives and Course Description

The objective of this course is to introduce students to the theory and practice of the management of assets and liabilities. The course includes advanced approach to determining cost of capital and project cash-flow analysis. The course delivers a deeper understanding of optimal capital structure and how firms make payout decisions. It will also include selected special topics in financial management: hybrid financing, mergers and acquisitions, and issues related with bankruptcy.

Specifically the course will cover:

- Cost of debt and cost of equity; weighted average cost of capital (WACC)
- Capital budgeting: determining relevant cash flow, decision rules in capital budgeting (NPV, IRR, Equivalent Annuity, Profitability Index)
- Sensitivity, scenario and break-even analysis
- Real options in capital budgeting process
- Optimal capital structure (MM theory, the tradeoff between costs and benefits issuing debt)
- Payout policy
- Raising external equity capital
- Lease financing
- Project financing
- Special topics (M&A, bankruptcy...)

Grading

4 Exams (20% each)  80%
Homeworks  20%
Total  100%

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:


Lecture notes will be downloadable from the MyCourses Website.

Readings will be provided in class.
Course Description

This course will serve as an introduction to the study of psychopathology and mental illness. The course examines the major categories of mental disorder not only from the descriptive point of view, but also in terms of the major theoretical explanations of the causes of disorder. The major treatment modalities also are covered.

Course objectives and learning outcomes

At the end of the course the student will be able to:

1. Explain abnormal vs. normal behaviors in historical, social, and cultural contexts (quizzes, final exam, case studies).
2. Compare and contrast a wide variety of behavior patterns that are labeled as “abnormal” (quizzes, final exam, case studies).
3. Identify the various diagnostic categories in the DSM-V (quizzes, final exam, case studies).
4. Apply course concepts to real world situations and clinical cases (quizzes, final exam, case studies).
5. Recognize the integrative approach to psychopathology including: Biological, Psychological, Behavioral, Cognitive, and Humanistic Models (quizzes, final exam, case studies).
6. Describe the process of mental health assessment (case studies).
7. Describe the etiology associated with various disorders (quizzes, final exam)
8. Illustrate the best treatment methods for specific disorders (quizzes, final exam, case studies).
9. Analyze and evaluate a psychological disorder, mental health issue, and/or or mental health setting (case studies).

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (3x40)</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Case studies (6x10)</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

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


2. I will place a selection of readings from various sources on MyCourses. I will also direct you to possible resources available through the Wallace Library at RIT.
Literary and Cultural Studies

Course description

ENGL-210 Literary and Cultural Studies Students will study literary and cultural texts selected from traditional literature to contemporary media and culture (including mythology, poetry, plays, novels, film, graphic novels, television, 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. Individual sections will vary in their foci.

Course Objectives and learning outcomes

- 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

Grading

Paper: 50 points
Quiz 1: 10 points
Quiz 2: 10 points
Quiz 3: 10 points
Quiz 4: 10 points
Quiz 5: 10 points

Total Points: 100
**Class format:** Class hours 3 Lab hours 0

**Course materials and textbooks:**

*The Great Gatsby*, F. Scott Fitzgerald*
*Ethan Frome*, Edith Wharton*
*Heart of Darkness*, Joseph Conrad*
*Frankenstein*, Mary Shelley*
*Candide*, Voltaire
Global Entry and Competition Strategies

Course Description

This course explores the strategic challenges faced by businesses operating in a global environment. It emphasizes the development of strategies under differing perspectives, globalization or regionalization of competitive marketplace, creating value for the firm globally, entry mode management, global CSR and governance.

Course objectives

The capstone experience for IB majors to integrate functional knowledge and examine business and corporate decision making in global and regional business environment.

To this end students will learn to:

- Identify, distinguish, classify, and evaluate the unique characteristics, opportunities, challenges, institutions, and approaches associated with corporate and business strategy in global and regional environments.
- Derive and formulate corporate and business strategies in global and regional environments.
- Explain and interpret current and potential future issues that may impact global and regional strategies.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Group Participation</td>
<td>16</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>20</td>
</tr>
<tr>
<td>Group Research Project:</td>
<td>32</td>
</tr>
<tr>
<td>Final Exam</td>
<td>32</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:

3. Handouts and readings will be made available to students throughout the semester.
Buyer Behavior

Course description

This course provides an in-depth study of consumer buying behavior from a marketing perspective. All marketing decisions and regulations are based on assumptions about buyer behavior. This course will provide the student with buyer behavior concepts and theories and provide insights how can they be applied to marketing strategy development and business problem solving. The focus of the course will be on internal and external influences on self-concept and lifestyle, and the consumer decision making process.

Course objectives and learning outcomes

After completing this course, students should:

- Demonstrate understanding of the internal and external influences on consumer self concept and lifestyle
- Demonstrate understanding of consumer decision making process
- Be able to apply consumer behavior concepts to marketing strategy development and problem solving
- Improve ability to execute the marketing process
- Enhance skills in analytical and critical thinking and business writing.

Grading

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Tests (15% each)</td>
<td>45%</td>
</tr>
<tr>
<td>Group project</td>
<td>30%</td>
</tr>
<tr>
<td>Academic Article Review</td>
<td>10%</td>
</tr>
<tr>
<td>Ad analysis</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:


Students will be assigned additional reading materials throughout semester.
Course Description

This course focuses on the sales process, especially from the personal selling aspects. Selling concepts, tools, strategies, and tactics will be discussed as they apply to both external and internal customers. Students will learn, through both didactic and experiential learning, about some of the problems faced as well as the rewards earned by those in professional sales. Customer relationship management/partnering with customers and truly seeking to meet their requirements/delight them will be discussed as key to successful long-term selling.

Course objectives and learning outcomes

The aim of this course is to provide students with the relevant marketing theories applied within the context of professional selling.

By course completion, students will be able to:

1. Discuss the buying behavior of professional buyers (customers), organizations, and internal customers.
2. Explain and apply relationship management and partnering techniques with the customer – both externally and internally.
3. Apply strategies for generating leads and prospecting, which includes: the pre-approach; achieving and maintaining credibility; probing; qualifying; needs assessments; technical assessments; writing the proposal; making the presentation; making the presentation; handling objections; negotiating; closing the sale; follow-up and follow-through; identifying key accounts writing the key account plan; and team selling.
4. Apply a self-management process, including: diagnosis, prognosis, objectives, strategy, tactics, and control.
5. Apply ethical and legal issues, international issues, and career management with respect to professional selling.
6. Demonstrate confidence in her/his competence.
Grading
Attendance and Class Participation 15%
Tests (10% + 10% + 15%) 35%
Group project 40%
Scientific article review 10%
TOTAL 100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:
**Advance Financial Corporate Planning**

**Course Description**

This course focuses on the strategic financial management of the corporation. The course includes advanced approach to financial analysis and evaluation of applied financial problems. Topics include working capital management, financial statement and ratio analysis, valuation, capital budgeting decisions and risk management. Class time may be spent in the computer lab to assist in successful completion of the applied problems.

**Course objectives**

Specifically the course will cover:

- Financial ratio analysis for firm and industry analysis
- Using EVA as a performance metric
- Construct financial models in Excel utilizing historical financial statements as source data
- Conduct capital budgeting analysis in Excel utilizing various operating assumptions
- Determine value using DCF and other methods
- Use investment criteria in decision making
- The link between value and strategy
- How to measure the value of an organization as it currently exists
- Financial analytical tools to correctly assess value enhancing investments
- Different approaches to incorporate risk in management investment decisions

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
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<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

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

**Course materials and textbooks:**


Course Description

This course delivers a rigorous study of financial instruments (stocks, bonds, and derivatives), as well as the modern theory of portfolio management and its applications. The course covers portfolio construction, asset pricing models, and mutual fund analysis. Security valuation and management of investment strategies are major topics present throughout the course. A fundamental objective of the course is to enable students to gain a robust familiarity with approaches that can be used in the analysis of broad classes of financial assets and markets. Such skills are indispensable to investment analysis in an economic environment characterized by an unprecedented amount of financial innovation, both in creation of new securities and in development and evolution of financial institutions.

Course objectives

After completing this course, students will be provided with deeper understanding of fundamental concepts and theories in the investment field. More specifically, the course will include:

- how financial markets work
- modern portfolio theory and asset pricing models
- evaluation of securities (including bonds, stocks, and options)
- efficient market hypothesis and behavioral finance.

Grading

Exam 1  15%
Exam 2  20%
Exam 3  20%
Exam 4  20%
Homeworks  20%
Team project  5%
Total  100%

Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:

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.

Program or general education goals supported by this course:
- Develop critical skills characteristic of philosophic analysis, including the ability to assess, critically yet fairly, arguments from multiple perspectives.
- Analyze value-oriented issues and questions.
- 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, either in spoken standard American English or sign language (American Sign Language or English-based Signing).
- Comprehend information accessed through reading and discussion.
- Review, assess, and draw conclusions about hypotheses and theories.
- Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions.
- Construct logical and reasonable arguments that include anticipation of counter-arguments.
- Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
- Analyze similarities and differences in human experiences and consequent perspectives
- Examine connections among the world’s populations
- Identify contemporary ethical questions and relevant stakeholder positions
- Explain basic principles and concepts of one of the natural sciences
- Apply methods of scientific inquiry and problem solving to contemporary issues
- Comprehend and evaluate mathematical and statistical information
- Perform college-level mathematical operations on quantitative data
- Describe the potential and the limitations of technology
- Use appropriate technology to achieve desired outcomes
- Demonstrate creative/innovative approaches to course-based assignments or projects
- Interpret and evaluate artistic expression considering the cultural context in which it was created

**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.rit.edu/cla/philosophy/ExternalLinks.html
RIT Databases (especially JStor)
Course Description

This course is intended for students who are interested in learning the history and current status of personality theories. This course examines historical and current psychological theories of personality representing a broad range of perspectives, including psychoanalytic, neopsychoanalytic, humanistic, behavioral, cognitive, and trait theories. The course will also explore biological aspects of personality as well as influences of gender and cultural on individual differences. Students will learn the strengths and weaknesses of the major personality theories, as well as how to assess, research and apply these theories. As much as possible, application to real life situations will be discussed.

Course objectives

1. Develop an understanding of the major theories of personality, their strengths and weaknesses, and the relationships between them.
2. Understand the methods involved in personality psychology research.
3. Examine the ways in which humans differ with regards to personality.
4. Learn about what variables influence personality and how personality might influence behavior.
5. Apply theories as tools for describing and explaining personality functions in individual cases.
6. Reflect on your own personality and what shaped your personality.
7. Enhance your abilities to express ideas clearly in written and spoken form, and to think critically about your own and others' ideas.

Learning outcomes

The student will be able to:

1. Identify major people, concepts, and theoretical models covered in the course.
2. Compare and contrast the major theoretical models of personality development and personality disorders, including relevant research findings.
3. Use the language of the discipline of Psychology in the area of personality theory with clarity and precision in classroom discussions and Personality Project. When appropriate, apply the current edition of the APA style to written communications.
4. Demonstrate the ability to think critically about important issues in the area of personality development through exams, classroom discussions, and Personality Project.
5. Explain biological, familial, and social influences on individual differences.
6. Recognize and appreciate diversity among people from different genders, races, ethnic, and cultural backgrounds.

Grading

Exams (3 x 50) 150 points  
Personality project  50 points  
Total  200 points  

Class format:  Class hours 3  Lab hours 0  

Course materials and textbooks:  
1. Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.  
3. I will place a selection of readings from various sources on MyCourses. I will also direct you to possible resources available through the Wallace Library at RIT.
Positive Psychology

Course Description

Historically, psychology has been ‘negative’ in orientation. It has narrowly sought to understand and repair human weaknesses and liabilities. The present course will provide a survey of the emerging field of Positive Psychology and will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. Topics covered will include defining and assessing “the good life”; happiness (subjective well being, positive emotions); optimal performance; personal fulfillment; resilience; the relationships between life satisfaction and personal factors such as wealth, education, and longevity; cross-cultural perspectives; virtues and strengths; creativity; optimism; hope; self-efficacy; wisdom; humility/compassion/altruism; forgiveness; gratitude; love; intrinsic motivation and flow; social support; spirituality, meaning and purpose in life; and biological factors (i.e., genetics and neurological correlates). The focus will be on contemporary empirical psychology literature, though the course will also draw on literature from historical, philosophical, and economic disciplines.

Course objectives

1. Obtain new knowledge about Positive Psychology as the discipline of thriving and flourishing.
2. Understand the concept of progressive, life-long realization of potential as human beings who can “stretch” and grow.
3. Examine the three main questions: (1) “what does it mean to live a pleasant life”? (2) “what does it mean to live an engaged (full) life”?, and (3) “what does it mean to live a meaningful life”.
4. Develop a zest for living a virtuous, satisfying, and meaningful life!

Learning outcomes

The student will be able to:

1. Understand the aim and scope of positive psychology.
2. Understand the distinction between positive psychology principles and other theoretical principles of psychology.
3. Acquire insight into their own strengths and virtues and learn strategies to increase their happiness and overall quality of life.
4. Develop an understanding of the dimensions of subjective well-being and the application to their lives.

5. Comprehend research that supports the principles, strategies, and skills of positive psychology.

**Grading**
Quizzes (10% each)  40%
Class Participation 20%
APEs 40%
Total 100%

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

**Course materials and textbooks:**

4. I will place a selection of readings from various sources on MyCourses. I will also direct you to possible resources available through the Wallace Library at RIT.
Strategy and Innovation

Course Description

Strategy is the art of winning. This course is designed to provide you with an understanding of strategy and strategic management, an understanding which allows you to win as you compete in the world of business. You should expect to come away with a framework for analyzing, understanding, and successfully managing any enterprise. The skills and principles you learn in this course will apply to any career, at every managerial level.

Course objectives

The capstone course for International Business students that combines analytical tools and strategic concepts in order to identify competitive capabilities of a business and formulate viable strategies for achieving business goals.

Upon completing this course students will learn to:
- Define specific business unit they are managing, what strategy is that business unit currently using, why it is doing whatever it is doing;
- Analyze business units using multiple frameworks in order to identify strengths, weaknesses, opportunities, and threats, and create SWOT matrix;
- Formulate business strategy based on the information collected during the definition and analysis phases;
- Implement and redefine formulated business strategy.

Grading

Class participation: 20%
Short Quizzes: 20%
Project: 30%
Final exam 30%
Total possible: 100%

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:

Advertising and Promotions

Course Description

The focus of this course is on the communications aspects of marketing. Therefore, this course offers an in-depth view of tools of promotion management: advertising, sales promotion, public relations, personal selling, direct marketing and Internet marketing as well as new and alternative media. Basic concepts of how to use print, broadcast, Internet and out-of-home media are studied. Planning, budgeting, creative strategy and the roles of advertising agencies are also covered.

Course objectives and learning outcomes

The main objective of this course is to provide students with the relevant and contemporary theories and pragmatic concepts necessary to master promotion and advertising management.

By course completion, students will be able to:

1. Understand the concept of integrated marketing communications and its significance within the marketing process.
2. Use knowledge and insights about consumers and selected target markets as a critical input for the development of marketing communications strategies and tactics.
3. Develop an effective positioning strategy to distinguish a brand or market offering from the competition.
4. Understand the role of marketing communications consultants and service providers.
5. Develop communications objectives, creative strategy and tactics for advertising that will best achieve the communication objectives.
6. Write an effective marketing communications brief.
7. Understand a marketing communications budget and how companies allocate media resources within a budget.
8. Plan, manage and measure an advertising campaign.
9. Understand the strategic role of various promotion mix tools for the integrated marketing communication process.
10. Compare and use different media, particularly social media, in order to maximize communication effectiveness.
### Grading

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Tests (3x10%)</td>
<td>30%</td>
</tr>
<tr>
<td>Group project</td>
<td>30%</td>
</tr>
<tr>
<td>Article review</td>
<td>10%</td>
</tr>
<tr>
<td>Brief</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</table>

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

**Course materials and textbooks:**

Course Description

This course discusses the problems posed by the international financial environment in which corporations operate. In particular, students learn to quantify and manage risks arising from shifting exchange rates. The course also includes topics such as exchange rate systems, international trade finance, international capital budgeting, country risk analysis and long-term international financing.

Course objectives

Specifically the course will cover:

- Analysis of the goals of corporate governance from an international perspective
- Comparative analysis of exchange rate regimes
- Measuring and managing foreign exchange exposure
- How a firm can use global capital markets to minimize its cost of capital and maximize its access to capital
- Assessment and management of political risk
- Capital budgeting in a global environment

Grading

Exam 1 20%
Exam 2 20%
Exam 3 20%
Exam 4 20%
Homework 20%
Total 100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Abnormal Psychology

Course Description

This course will serve as an introduction to the study of psychopathology and mental illness. The course examines the major categories of mental disorder not only from the descriptive point of view, but also in terms of the major theoretical explanations of the causes of disorder. The major treatment modalities also are covered.

Course objectives and learning outcomes

At the end of the course the student will be able to:

1. Explain abnormal vs. normal behaviors in historical, social, and cultural contexts (quizzes, final exam, case studies).
2. Compare and contrast a wide variety of behavior patterns that are labeled as “abnormal” (quizzes, final exam, case studies).
3. Identify the various diagnostic categories in the DSM-V (quizzes, final exam, case studies).
4. Apply course concepts to real world situations and clinical cases (quizzes, final exam, case studies).
5. Recognize the integrative approach to psychopathology including: Biological, Psychological, Behavioral, Cognitive, and Humanistic Models (quizzes, final exam, case studies).
6. Describe the process of mental health assessment (case studies).
7. Describe the etiology associated with various disorders (quizzes, final exam)
8. Illustrate the best treatment methods for specific disorders (quizzes, final exam, case studies).
9. Analyze and evaluate a psychological disorder, mental health issue, and/or or mental health setting (case studies).

Grading

Quizzes (3x40) 120 points
Final Exam 50 points
Case studies (6x10) 60 points
Total 230 points

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


2. I will place a selection of readings from various sources on MyCourses. I will also direct you to possible resources available through the Wallace Library at RIT.