

RIT CROATIA PROGRAM OUTLINE

PROGRAM TITLE: HOSPITALITY AND TOURISM MANAGEMENT

TYPE OF PROGRAM: Undergraduate professional program

DURATION OF PROGRAM: 4 years /8 semesters

TOTAL NUMBER OF ECTS: 240

SCIENTIFIC AREA: Social Science

SCIENTIFIC FIELD: Economics

1. ENROLLMENT CRITERIA

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

Application process:

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

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

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

Any student whose overall Cumulative Grade Point Average falls below 2.00 will be placed on academic warning.

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

- 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.
- 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.

- 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.
- A suspended student cannot enroll in any credit or non-credit course at the university while on suspension. This also includes co-ops.
- A suspended student may not be admitted to another program while suspended.
- In special circumstances, a suspended student may apply in writing to the Associate Dean for Academic Affairs for a suspension waiver. This waiver request will be evaluated by the Associate Dean and the academic advisers before submission of the request to the Dean. This waiver must be approved by the Dean of the College.

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

3. TRANSFER PROCEDURE

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

4. GRADUATION REQUIREMENT

HTM Graduation requirements

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

- A Cumulative Grade Point Average (GPA) of 2.00 based on the US credits system
- Satisfactory completion of the Final paper
- Completion of 124 US credits for the US degree and 240 ECTS for the Croatian degree
- Satisfactory completion and grade for the required co-ops in duration of 1200 working hours
- No outstanding library dues
- Full payment or satisfactory adjustment of all financial obligations

Graduation with Honors

Honors posted to the academic record will be based upon the student's Cumulative Grade Point Average upon completion of the degree requirements. The numerical criteria for graduation with honors are as follows:

Summa cum laude	3.80 Cumulative GPA
Magna cum laude	3.60 Cumulative GPA
Cum laude	3.40 Cumulative GPA

5. DEGREES UPON COMPLETION OF THE STUDIES

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

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

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

6. PROGRAM OUTCOMES

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

The program's concentrations provide broad-based views of service management, hospitality, travel, and client care through a common core of courses. This approach promotes an understanding of the interrelationships among the food, lodging, travel, and health care industries based on the underlying concept of quality service management. Approach that is driven by exposure to all of the above-mentioned fields will allow students to retain the flexibility to switch majors or jobs if their career goals change. These diverse and specialized fields require utilization of technically mediated operation solutions within the HTM industry, including lodging. Besides technical knowledge and communication skills students will be able to develop leadership and managerial skills within a global and multicultural environment.

The program's curriculum is rigorous and challenging as it provides opportunities for students to develop their full potential in a managerial environment. The program is integrated, encompassing a broad base of competencies defined in partnership with faculty, students, and industry. Students take courses that build a strong concept of the industry as a whole by studying accounting, marketing, finance, economics, business management, behavioral sciences, human resource management, service management, food preparation, food and beverage service principles, hotel operations, travel, tourism, and other topics. In addition, some students may opt to

create their own unique concentration based upon their interests. After completing the program, a comprehensive list of financial courses will allow students to demonstrate knowledge of a successful financial operations.

List of Program Learning Outcomes

Discipline Specific Learning Outcomes

1. Demonstrate comprehensive knowledge of Hospitality and Tourism Management (HTM) operations.
 - a. Articulate knowledge of Food & Beverage sequence operations.
 - b. Recognize and apply Food & Beverage concepts in an operational context.
 - c. Effectively work as a team member within a Food & Beverage operation.
2. Develop leadership and managerial skills within a global and multicultural environment.
 - a. Critically analyze and demonstrate leadership & management strategies.
3. Use technically mediated lodging operations solution within the HTM industry.
 - a. Evaluate information and use data to solve business problems.
 - b. Use info tech to locate, develop, & apply rest service system principles to business decision.
4. Demonstrate knowledge of a successful financial operation.
 - a. Identify principles of development, marketing, and sales of service.
 - b. Apply marketing and sales concepts to pricing strategies.
 - c. Determine costs, revenue, and budget, and interpret financial data.

General Education Learning Outcomes

1. Communication 1: Express oneself effectively in common college-level written forms using standard American English.
2. Communication 2: Revise and improve written products.
3. Communication 3: Express oneself effectively in presentation, either in spoken standard American English or sign language.
4. Communication 4: Demonstrate comprehension of information and ideas accessed through reading.
5. Critical Thinking 1: Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information.
6. Critical Thinking 2: Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments.
7. Critical Thinking 3: Reach sound conclusions based on logical analysis of evidence.
8. Critical Thinking 4: Demonstrate creative or innovative approaches to assignments or projects.
9. Artistic: Interpret and evaluate artistic expression considering the cultural context in which it was created.

10. Ethical: Identify contemporary ethical questions and relevant positions.
11. Global: Examine connections among the world's populations.
12. Math: Comprehend and evaluate mathematical or statistical information.
13. Natural Science Inquiry: Apply methods of scientific inquiry and problem solving to contemporary issues and scientific questions.
14. Scientific Principles: Demonstrate knowledge of basic principles and concepts of one of the natural sciences.
15. Social: Analyze similarities and differences in human social experiences and evaluate the consequences.

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

YEAR 1

FALL 1						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
UWRT - 100	Critical Reading and Writing	3	0	3	6	Rebecca Charry
HSPT - 125	Hospitality and Tourism Management Fundamentals	3	0	3	6	Besim Agušaj
MATH - 101	College Algebra	3	0	3	6	Ambroz Čivljak
YOPS - 010	RIT 365: RIT Connections	1	0	0	0	Milena Kužnin
ACCT - 110	Financial Accounting	3	0	3	6	Kevin Walker
ELCA - 062	Introduction to Academic English	4	0	0	0	Zrinka F. Sain
MGMT - 101	Business 1: Ideas and Business Planning	3	0	3	6	M. Kužnin

SPRING 1						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
HSPT - 191	Delivery Etiquette in Hospitality	3	0	3	6	Kevin Walker
UWRT - 150	Writing Seminar	3	0	3	6	Rebecca Charry
MGMT - 102	Business 2: Business Planning and Professional Development	3	0	3	6	Domagoj Nikolić
ACCT - 210	Management Accounting	3	0	3	6	Kevin Walker
MATH - 161	Applied Calculus	2	2	4	6	Ambroz Čivljak

YEAR 2

FALL 2						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
ECON - 101	Principles of Microeconomics	3	0	3	6	Iva Adžić Kušt
MLGR - 201	Beginning German I	2	2	4	6	Nikolina Božinović
MLIT - 201	Beginning Italian I	2	2	4	6	Zrinka F. Sain
MLSP - 201	Beginning Spanish I	2	2	4	6	Barbara Perić
MLRU - 201	Beginning Russian I	2	2	4	6	Ana Peković
MLFR - 201	Beginning French I	2	2	4	6	Tea Kovačević
HSPT - 223	Food and Beverage Management	3	0	3	6	Domagoj Nikolić
HSPT - 212	Franchising in the Service Sector	3	0	3	6	Besim Agušaj
ACCT - 110	Financial Accounting	3	0	3	6	Kevin Walker
ACSC - 064	Essential Study Techniques	1	0	0	0	Francis Brassard

SPRING 2						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
HSPT - 284	HTM Marketing, Sales and PR	3	0	3	6	Kevin Walker
MLGR - 202	Beginning German II	2	2	4	6	Nikolina Božinović
MLGR - 202	Beginning Italian II	2	2	4	6	Zrinka F. Sain
MLGR - 202	Beginning Spanish II	2	2	4	6	Barbara Perić
MLRU - 202	Beginning Russian II	2	2	4	6	Ana Peković
MLFR - 202	Beginning French II	2	2	4	6	Tea Kovačević
UWRT - 150	Writing Seminar	3	0	3	6	Rebecca Charry
PHIL - 202	Foundation of Moral Philosophy	3	0	3	6	Vanda Bazdan
ENGL - 361	Technical Writing	3	0	3	6	Zrinka F. Sain

YEAR 3

FALL 3						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
HSPT - 375	Customer Experience Management	3	0	3	6	Milena Kužnin
HSPT - 381	Information Systems and Analytics	3	0	3	6	Domagoj Nikolić
ENGL - 210	Literature, Culture and Media	3	0	3	6	Rebecca Charry
ENVS - 151	Scientific Inquiries in Environmental Science	2	2	4	6	Marlena Čukteraš
MLGR - 301	Intermediate German I	2	1	3	6	Nikolina Božinović
MLIT - 301	Intermediate Italian I	2	1	3	6	Zrinka F. Sain
MLSP - 301	Intermediate Spanish I	2	1	3	6	Barbara Perić
MLFR - 301	Intermediate French I	2	1	3	6	Tea Kovačević
ANTH - 350	The Global Economy and the Grassroots	3	0	3	6	Vanda Bazdan
HSPT - 372	Hospitality Entrepreneurship in the Global Economy	3	0	3	6	Kevin Walker

SPRING 3						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
HSPT - 384	Strategic Financial Analysis	3	0	3	6	Kevin Walker
HSPT - 360	Service Management and Quality Assurance	3	0	3	6	Milena Kužnin
HRDE - 380	Human Resources Management	3	0	3	6	Besim Agušaj
MLGR - 302	Intermediate German II	2	1	3	6	Nikolina Božinović
MLIT - 302	Intermediate Italian II	2	1	3	6	Zrinka F. Sain
MLSP - 302	Intermediate Spanish II	2	1	3	6	Barbara Perić
MLFR - 301	Intermediate French II	2	1	3	6	Tea Kovačević
ANTH - 301	Social and Cultural Theory	3	0	3	6	Vanda Bazdan
HSPT - 489	Special Topics	3	0	3	6	Besim Agušaj
HSPT - 374	Hospitality Enterprise Management and Growth	3	0	3	6	Besim Agušaj

YEAR 4

FALL 4						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
HSPT - 481	Leadership Innovation in Service Industry	3	0	3	6	Milena Kužnin
HSPT - 489	Luxury Service Excellence	3	0	3	6	Domagoj Nikolić
HSPT - 336	International Risk Assessment & Law	3	0	3	6	Besim Agušaj
ANTH - 350	The Global Economy and the Grassroots	3	0	3	6	Vanda Bazdan
PHIL - 306	Professional Ethics	3	0	3	6	Vanda Bazdan
ANTH - 275	Global Islam	3	0	3	6	Francis Brassard

SPRING 4						
Course Number	Name	Class Hours	Lab Hours	Credit Hours	ECTS	Instructor
ECON - 201	Principles of Macroeconomics	3	0	3	3	Iva Adžić Kušt
HSPT - 475	Entrepreneurial and Responsible Leadership for Hospitality Industry	3	0	3	6	Milena Kužnin
SOCI - 230	Sociology of Work	3	0	3	6	Vanda Bazdan
HSPT - 490	Senior Project	3	0	3	6	Rebecca Charry
HSPT - 350	Event and Project Management	3	0	3	6	Domagoj Nikolić
ANTH - 275	Global Islam	3	0	3	6	Francis Brassard

YEAR 1 – COURSE DESCRIPTIONS

Critical Reading and Writing

Course description

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

Course objectives

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

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

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

Students will practice correct syntax, grammar, punctuation, and spelling in an applied way: they will apply various structures in conversation or written/oral exercises.

Learning outcomes

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

- Students will be able to express meaning with grammatical clarity and mechanical accuracy in Standard Written English, understanding how to consult a writer's reference book as needed.

Grading

Paper 1: Descriptive Essay	10%
Paper 2: Critical Response Essay	15%
Paper 3: Persuasive essay	15%
Grammar Quiz	20%
Vocabulary Quiz	15%
Spelling Quiz	10%
Class Participation	15%
Total	100%

Class format: 50 min lesson three times a week

Course materials and textbooks:

- Axelord, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*. 10th ed. Boston: Bedford/St.Martin's, 2013. Print.
- Lunsford, Andrea A. *The Everyday Writer*. 5th ed. Boston: Bedford/St.Martin's, 2013. Print.
- Clee, Paul., and Violeta Radu-Clee. *American Dreams: Readings for Writers*. Mayfield Publishing Company, CA, 1996.
- Halpern, Diane F., and Heidi R. Riggio. *Thinking Critically About Critical Thinking. A Workbook to accompany Thought & Knowledge: An Introduction to Critical Thinking*. 4th ed. New Jersey/London: Lawrence Erlbaum Associates, Publishers, 2003. Print.
- Deane, Mary and Erik Borg. *Critical Thinking and Analysis*. Longman/Pearson, 2011.
- Azar, Betty Schramper, *Basic English Grammar*, 3rd ed. New York: Pearson Education, Longman, 2006. Print.
- Azar, Betty Schramper, *Understanding and Using English Grammar*. 3rd ed. New York: Pearson Education, Longman, 1999. Print.

Additional Course Material

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

Hospitality and Tourism Management Fundamentals

Course Description and objectives

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

Learning outcomes

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

Grading

Individual assignments	10%
Exam 1	30%
Team Assignment Project	10%
Final Exam	30%
Class Participation	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

College Algebra

Course Description

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

Course objectives

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

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

Learning outcomes

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

Grading

First Test	15%
Second Test	15%
Midterm	30%
Final test	35%
Attendance	5%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- Ronald J. Harshbarger and James J. Reynolds; Mathematical Application for the Management, Life, and Social Sciences; Eighth Edition; Houghton Mifflin Company; 2007; ISBN 0-618-65421-6
- eBook ISBN-10: 0-618-75563-2
- Ronald J. Harshbarger and James J. Reynolds; Student Solutions Manual; Eighth Edition; Houghton Mifflin Company; 2007; ISBN 0-618-67692-9
- Revathi Narasimhan; Excel Guide for Finite Mathematics and Applied Calculus; ISBN 0-618-67691-0

Computer packages Using spreadsheet – Excel

RIT 365: RIT Connections

Course Description

RIT 365 students participate in experiential learning opportunities designed to launch them into their career at RIT, support them in making multiple and varied connections across the university, and immerse them in processes of competency development. The core of this course is the Plan-Do-Reflect Cycle, comprised of strategizing for an impending action, engaging in the action or activity, and thoughtfully considering the implications of the action in which they engaged. Students will receive feedback and develop a personal plan for future action in order to develop foundational self-awareness and recognize broad-based professional competencies.

Learning Outcomes:

- Students are engaged with the RIT community by participating in the following:
 - The Experiential Learning Process (Plan-Do-Reflect) during campus experiences;
 - Dialogue related to Super Speaker events.
- Students have a positive impact on the community by:
 - Engaging in reflective dialogue;
 - Contributing their knowledge and experiences to the group experience.
- Students have a connection to an RIT community member (faculty, staff or alumni) by:
 - Attending and contributing to dialogue related to Super Speaker events;
 - Engaging in reflective dialogue at least once during the semester in coaching appointments.
- Students develop foundational self-awareness through the following activities:
 - Meeting with their RIT 365 facilitator to reflect on their first-year experiences;
 - Documenting skills and competencies gained in their first year in an online portfolio.
- Students are able to use intentional strategies (tools) to enhance their personal growth through:
 - Determine potential tools to aid in personal development, and plan for current and future decisions;
 - Planning to gain skills and competencies in addition to those, they document in an online portfolio, identifying tools necessary to gain those skills and competencies.
- Students will develop a plan to build broad-based professional competencies (including communication, critical thinking and collaboration) by:
 - Identify competencies they intend to build, and create a plan for competency development;

Grading: This is a pass/fail course. Students will receive a passing grade by:

- Attending class and participating
- Attending a Super Speaker event
- Writing a Six Word Story
- Completing 4 Individual Experience Assignments
- Attending a 365 Coaching session

Class format: Class hours 1 Lab hours 0

Course materials/resources:

SIS: <https://www.rit.edu/infocenter/>

MyCourses: <https://mycourses.rit.edu/>

Wallace Library: <https://library.rit.edu/>

Study Tool Kit: <https://www.rit.edu/studentaffairs/asc/quick-links/study-tool-kit>

Financial Accounting

Course Description

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

Course objectives

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

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

Grading

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

Project and assignments	10%
Quizzes (3x5)	15%
Examination 1	22%
Examination 2	23%
Final Examination	30%
Total	100%

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:
- Wild, John J., (2006) *Financial Accounting: Information for Decisions*, McGraw-Hill/Irwin, New York, NY: Fourth Edition
- Drake, Susan M. and Renee G. Dingler, CPA, *The Practical Guide to Finance and Accounting*, Prentice Hall Press, Paramus, NJ: 2001

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.

Introduction to Academic English

Course Description

In Introduction to Academic English, students increase their knowledge and control of grammatical structures in writing. This course focuses on the content, structure, and organization of sentences and paragraphs. Students will practice and improve their skills in the writing process, including prewriting, writing, revision, and editing techniques.

Course objectives

- further develop proficiency in using English in an academic setting
- develop basic academic writing skills
- develop various reading strategies
- develop language learning strategies

Learning outcomes

Students will

- be able to use correct word order in a sentence,
- be able to use the right collocations,
- be able to use idioms appropriately,
- be able to use basic tenses to write about past, present, and future events,
- be able to apply punctuation and capitalization rules,
- be able to write simple and compound sentences,
- be able to write short and clear paragraphs,
- be able to understand a variety of shorter texts,
- be able to distinguish the properties of academic style from less formal styles,
- be able to draft and revise their writing,
- understand the importance of academic honesty,
- receive feedback from their peers and give feedback to their peers.

Grading

Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Quiz 5	10%
Quiz 6	10%
Writing 1	15%
Writing 2	15%
Participation/Homework	10%
Total	100%

Students need to acquire at least 60 points in order to pass the course.

Class format: Class hours 4 Lab hours 0

Course materials and textbooks:

- Butler, L. (2007). *Fundamentals of Academic Writing*. New York, NY: Pearson Longman.
- Hogue, A. (2008). *First Steps in Academic Writing*. New York, NY: Pearson Longman.

Business 1: Ideas and Business Planning

Course Description

This is the first of a two-course sequence in which students learn to take a business idea from inception to launch. In Business 1, students will conceive new business ideas that will be developed through the remainder of the sequence. The course provides students with a solid grounding in the different functional areas of a business.

Learning outcomes

- Identify and apply creative methods for idea generation
- Evaluate business opportunities
- Explain key business functions
- Experience business decisions implications
- Present and explain business ideas

Grading

Class Participation	10%
In-Class Exams (Best 3 of 4) (3x15 pts)	45%
Weekly Ideas Portfolio (10 weeks x 10 ideas)	20%
Group Project	20%
Group Project	5%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

BUSN10, Kelly/Williams, ISBN-978-1-337-40713-7 (available online)

Delivery Etiquette in Hospitality

Course description

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

Course objectives and learning outcomes

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

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

Grading

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

Speech #1	12%
Speech #2	13%
Speech #3	13%
Speech #4	12%
Examination #1	17%
Examination #2	18%
Final Examination	15%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Lucas, Stephen E., (2012) *The Art of Public Speaking*, McGraw-Hill, New York, NY: Eleventh Edition (other various articles and Internet sites and associated material may also be utilized)

Writing Seminar

Course Description

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

Course objectives

Students will:

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

Grading:

Literacy Narrative	10%
Online discussion posts (2@ 5 points each)	10%
Coming to terms paper	15%
Research proposal	5%
Annotated bibliography	10%
Research presentation	10%
Research paper	25%
Class participation	15%
Total	100%

Literature

Lester, James D. *et al. Writing Research Papers: A Complete Guide*. 14thed. Pearson: 2012.

Business 2: Business Planning and Professional Development

Course Description

This is the second of a two-sequence program in which students learn to take a business idea from inception to launch. In Business 2 students will develop a detailed business plan for the ideas generated in Business 1. At the end of the semester, teams will finalize and present their business plan to a review board.

Course objectives

- Understand the key components of a business plan
- Conduct appropriate business research
- Use spreadsheet software tools to assist in analysis and support of proposals
- Prepare pro forma financial statements
- Prototype product and/or build website
- Prepare an appropriate oral and written presentation of the business plan
- Learn and develop professional business skills for career success

Grading

Tests (20% each)	40%
Team project	25%
Team presentation	25%
Class participation	10%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- Schneider, G. (2011) E-Business, International 9th edition. Boston, Cengage
- Miletsky, J. (2010) Principles of Internet Marketing: New Tools and Methods for Web Developers, Cengage
- Kotler, P., Armstrong, G. (2014) Principles of Marketing, 15th global edition, Pearson Education

Management Accounting

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:

Quizzes (4X5 points)	20%
Examination #1	25%
Examination #2	25%
Final exam	30%
Total	100%

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:

- Garrison, Noreen & Brewer, (2010), *Managerial Accounting*, McGraw-Hill/Irwin, New York, NY (ISBN-13: 978-0-07-337961-6): Thirteenth Edition
- Atkinson, A., A., Kaplan, R., S., Matsumura, E., M., Young, S., M., (2010), *Management Accounting: Information for Decision-Making and Strategy Execution*, 6th Edition, Prentice Hall Press, Paramus, NJ.

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.

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 Exam	21%
Second Exam	21%
Third Exam	21%
Final Exam	21%
Class Participation	16%
Total	100%

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 2 Lab hours 2

Course materials and textbooks:

- Ronald J. Harshbarger and James J. Reynolds; Mathematical Application for the Management, Life, and Social Sciences; Eighth Edition; Houghton Mifflin Company; 2007; ISBN 0-618-65421-6 eBook ISBN-10: 0-618-75563-2
- Ronald J. Harshbarger and James J. Reynolds; Student Solutions Manual; Eighth Edition; Houghton Mifflin Company; 2007; ISBN 0-618-67692-9
- Tan, Applied Calculus For the Managerial, Life, and Social Sciences, Brooks/Cole, Pacific Grove, CA

YEAR 2 – COURSE DESCRIPTIONS

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%
Exam 1	30%
Quiz 2	15%
Exam 2	30%
Group presentation	10%
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.

Beginning German I

Course description

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

Course objectives

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

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

Learning Outcomes

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

Grading

The following categories will determine your grade:

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

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

<http://dict.tu-chemnitz.de/> (Beolingus-Your Online Dictionary)

Beginning Italian I

Course Description

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

Course objectives

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

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

Learning Outcomes

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

Grading

The following categories will determine your grade:

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- Oggi in Italia, a first course in Italian, by Merlonghi, Merlonghi, Tursi and O'Connor – Houghton Mifflin Company, 9th Edition, HEINLE CENGAGE Learning, 2012
- Oggi in Italia, Student Activities Manual, 9th edition, Heinle Cengage Learning, 2012
- Oggi in Italia, Instructor's Resource Manual, 7th edition, Heinle Cengage Learning, 2012

Additional books

- Progetto italiano 1 – S. Magnelli, T. Marin – Edilingua
- Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze
- Ecco! Grammatica italiana - Claudio Manella - Progetto Lingua Firenze
- Grammatica essenziale della lingua italiana – Marco Mezzadri - Guerra edizioni Perugia
- Cantachetipassa, imparare l'italiano con le canzoni, Ciro Massimo Naddeo e Giuliana Trama,
- ALMA Edizioni, 2000
- Cinema italiano, imparare l'italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, Edizione Redux

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:

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- PLAZAS, Lugar de encuentros, Robert Hershberger, Susan Navey-Davis, Guiomar Borrás Álvarez, Fifth edition, CENGAGE Learning.
- PLAZAS, Lugar de encuentros, Student Activities Manual, fifth edition
- MindTap for Plazas, fifth edition, Cengage

Additional books:

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

Beginning Russian I

Course Description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- „Golosa“ – A Basic Course in Russian by Richard Robin et al., fifth edition, Pearson
- „Golosa“ – Student Activity Book
- „Golosa“ – CDs

Beginning French I

Course description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

The following categories will determine your grade:

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

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

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

Additional course material:

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004

Food and Beverage Management

Course Description

This course will provide the student with the knowledge needed for effective management of food service operations. Students will identify trends in the food and beverage industry, gain knowledge of the food management principles and understand how providing exceptional guest service can maximize profits in the hospitality industry. Topics will include food service and beverage purchasing, inventory, costing, service styles, financial controls, menu design, sanitation, safety, ethics, food service automation, hardware and software, legal concerns, equipment selection, and service innovations in design and layout of the food establishments.

Learning outcomes

Provide the student with the knowledge and skills for efficient, safe, and cost-effective management of food-service operations. Upon completion of this course a successful student should be able to:

- identify basic functions of major operational elements of the F&B department;
- describe some of the current service innovations and recognize trends in design and layout of food establishments and equipment selection; understand and apply service and income control procedures.
- identify the economic aspects of food service operations including the uniform system of accounts, financial statements and ratio analysis;
- describe three levels of management and identify the various production and service positions in a food service department;
- understand and apply food service automation, hardware and software tools;
- define and correctly use terminology commonly used in food preparation and service;
- understand and describe the application of technology in managing F&B department effectively
- discuss and identify the marketing dimension of the F&B operations;
- apply concepts of revenue management including computing, analyzing and interpreting data to make effective decisions;
- describe basic concepts of menu planning as a management tool and apply to menu pricing, schedules, planning and design;
- explain and demonstrate the principles of recipe conversions, determine quantities needed, and purchasing the appropriate amounts of food and beverages for a given scenario;
- consider ethical and legal standards related to food and beverage management.

Grading

Exam 1	Key course topics, concepts, discussions tested	25%
Team Project: F&B Sim	Business results of the simulation	25%
Team Project Presentation	Team project results analysis	25%
Exam 2	Key course topics, concepts, discussions tested	25%
Total		100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Jack D. Ninemeier: Food and Beverage Management (2nd edition)

Additional, current industry readings posted on myCourses

Franchising in the Service Sector

Course description

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

Course objectives

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

Learning outcomes

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

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

Grading

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

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- “The Franchise Advantage”, D. Boroian and P. Boroian
- “Franchising Your Business”, Boroian & Callaway

All Readings will be posted on *myCourses*. A reading packet is not required.

Essential Study Techniques

Course description

This course begins in the second week of the semester. It is geared towards students who previously have not been successful in their courses due to poor study skills, time management and/or organizational skills. Students enrolled in this course will explore and practice essential study techniques and time management skills as they relate to the current credit courses in which students are enrolled. This course is not designed for students whose success deficiency is caused by lack of attendance.

Course Objectives

- To assist students in gaining a greater sense of awareness for personal habits related to time management, study skills.
- To expose students to time management and study skills tools that will improve their overall academic success.
- To assist students in gaining a greater understanding of key elements of academic success and learning.

Grading

This is a pass/fail course. Students will earn a passing grade by:

- Attending class
- Being prepared
- Participating

Class format:

Timetable: two class lectures per week for seven weeks (from Week #2 to Week #8), no labs.

Course materials and textbooks:

Study skills resources are available through the following links:

[Academic Coaching](#)

[Math & Physics Support](#)

[Reading Support](#)

ASC Schedules:

[Study Centers](#)

Other RIT Resources:

[Wallace Library](#)

[Writing Commons](#)

[Tutor for Hire](#)

[Disability Services Office](#)

[I'm First](#)

HTM Marketing, Sales and Public Relations

Course description

This course introduces students to hospitality marketing principles and sales techniques. Students will learn how to do effective hospitality-tourism industry market research, sales and marketing plans. This course will provide students with an understanding of sales management and public relations practices used by hospitality professionals. Current trends in global marketplace distribution as well as hospitality and tourism industry promotional strategies will also be examined. Emphasis is placed on hospitality-tourism industry target marketing, marketing mix, analyses, product and image development, current media, sales planning, advertising, public relations, and collateral materials.

Course objectives

The primary objective of this course is to instill in students a broad sense and understanding of the roles, functions and relationships of marketing, sales and public relations efforts in hospitality and tourism firms.

Learning Outcomes

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

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

Grading

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

Two Examinations (30 & 30)	60%
Group Project Paper	15%
Group Project Presentation	5%
Final Examination	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- Abbey, James R. (2014). Hospitality Sales and Marketing, American Hotel & Lodging Educational Institute, Lansing, Michigan: Sixth Edition.
- Kotler, Philip, Bowen, John T., and Makens, James C. (2014). Marketing for Hospitality and Tourism, Pearson, Upper Saddle River, New Jersey: Sixth Edition.
- Kotler, Bowen, Makens, and Baloglu (2016). Marketing for Hospitality and Tourism, Pearson, Upper Saddle River, New Jersey: Seventh Edition.

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 20)	60 points
Oral In-class Examination (2 x 5)	10 points
Final Oral Exam	10 points
Class Absences and Class Participation	10 points
Total	100 points

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

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

Additional books

German College Dictionary, Harper-Collins, Second Edition (or any other dictionary of the German language)

Grammar of the German language

<http://dict.tu-chemnitz.de/> (Beolingus-Your Online Dictionary)

Beginning Italian II

Course description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- Oggi in Italia, a first course in Italian, by Merlonghi, Merlonghi, Tursi and O'Connor – Houghton Mifflin Company, 9th Edition, HEINLE CENGAGE Learning, 2012
- Oggi in Italia, Student Activities Manual, 9th edition, HeinleCengage Learning, 2012
- Oggi in Italia, Instructor's Resource Manual, 7th edition, HeinleCengage Learning, 2012

Additional books

- Progetto italiano 1 – S. Magnelli, T. Marin – Edilingua
- Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze
- Ecco! Grammatica italiana - Claudio Manella - Progetto Lingua Firenze
- Grammatica essenziale della lingua italiana – Marco Mezzadri - Guerra edizioni Perugia
- Cantachetipassa, imparare l'italiano con le canzoni, Ciro Massimo Naddeo e Giuliana Trama,
- ALMA Edizioni, 2000
- Cinema italiano, imparare l'italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, Edizione Redux

Beginning Spanish II

Course description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- PLAZAS, Lugar de encuentros, Robert Hershberger, Susan Navey-Davis, Guiomar Borrás Álvarez, Fifth edition, CENGAGE Learning.
- PLAZAS, Lugar de encuentros, Student Activities Manual, fifth edition
- MindTap for Plazas, fifth edition, Cengage

Additional materials:

Keith Chambers; *Beginner's Spanish Grammar*, teachYourselfBooks (ili bilo koji drugi rječnik španjolskog jezika).

Beginning Russian II

Course Description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- „Golosa“ – A Basic Course in Russian by Richard Robin et al., fifth edition, Pearson
- „Golosa“ –Student Activity Book
- „Golosa“ - CDs

Beginning French II

Course description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

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

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

Additional course material:

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004

Foundations of Moral Philosophy

Course description

This course is a survey of foundational, and normative, approaches to ethics, understood as a systematic study into morality, and the moral questions regarding motivation. Topics will include virtue ethics, deontology, consequentialism, contractualism, evolutionary foundations of morality, and other approaches. Normative questions are questions about good and goodness, evil and badness, right and rightness, wrong and wrongness. Foundational approach to ethics deals with meta-ethical questions about the nature of morality and the sources of moral systems, their justifications etc. Ethics is a paradigmatic action-guiding discipline, i.e. it is about not only learning what something, i.e. an moral phenomenon, is, but also how to apply normative theories, make ethical decisions, justify ethical positions etc. Rather than a course in the history of ethics, this course serves as an introduction to the practice of ethical deliberations and discussions.

Course objectives

The focus of Foundations of Moral Philosophy is primarily not on finding dogmatic and definite answers on hard questions, but rather on a deep understanding of moral issues and dilemmas, formulating proper questions and understanding the method of answering them. The process of finding an answer enriches our intellectual imagination by evaluation of different possible options and diminishes the dogmatic assurance which closes the mind against speculation and critical approach to reality.

Learning outcomes

The main outcomes of this course are:

- to become skillful in understanding and interpreting various ethical positions;
- to become familiar with major philosophical ethical approaches and the methods of handling them in everyday life;
- to be able to adopt "philosophical attitude" as an elevated form of human curiosity and resistance to any kind of dogmatism.
- to evaluate and question one's own beliefs and values.

Grading

Class participation (active participation in class discussions and writing comments on class material)	16%
2 Exams	40%
Two Essays	30%
Attendance and participation	14%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Possible resources (a narrower choice will be made according the availability of the material):

Meta-ethical theories:

- G. Graham, *Theories of Ethics*
- D. Brink, "Autonomy of Ethics"
- H. Sidgwick, *The Methods of Ethics*
- R. Shafer-Landau, *Fundamentals of Ethics*
- G. E. Moore, *Principia Ethica*

Different ethical positions

- Plato, *Republic, Euthyphro, Meno*
- Aristotle, *Nichomachean Ethics*
- D. Hume, *Treatise of Human Nature*
- J. Bentham, *An Introduction to the Principles of Morals and Legislation*
- I. Kant, *Groundwork of the Metaphysics of Morals*
- J. S. Mill, *Utilitarianism*
- F. Nietzsche, *On the Genealogy of Morals*
- J. Rawls, *A Theory of Justice*

Additional online sources:

- Stanford Encyclopedia of Philosophy
- RIT databases (Wallace Library)
- Films

Technical Writing

Course description

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

Course description

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

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

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

Oral presentations will also be a part of the in-class work. Since good collaboration is often a key part of the professional realm, students will spend a lot of time working with their classmates, participating in brainstorming sessions, providing constructive criticism, and preparing together for their final project.

Course objectives

The primary aim of this course is to improve your ability to communicate effectively, through writing and through spoken word, in a business environment. In order to do so, students will learn to do the following:

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

Learning Outcomes

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

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

In most cases, the instructor will assess student success in achieving these outcomes by means of appropriate written assignments and other graded activities.

Grading

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

Assignment 1: Audience-Based Resume and Cover	10%
Assignment 2: Defining a Term for Two Distinct Audiences	10%
Midterm: Project Proposal	15%
Assignment 3: Progress Report (Survey/Interview Questions for Final Project)	5%
Assignment 4: Instructions	10%
Assignment 5: Project Presentation/Oral Report	10%
Assignment 6: Final Project/Final Report	25%
Homework: Out and in-class activities, draft workshops, participation and professionalism	15%
Total	100%

Class format: Class hours. 3 Lab hours 0

Course materials and textbooks:

- Lannon, John M. and Laura J. Gurak. Technical Communication. (12th edition) New York: Longman, 2011.
- Reep, Diana C. Technical Writing. Principles, Strategies and Readings. (4th edition) Needham Heights: Allyn & Bacon, a Pearson Education Company, 2000.
- Gurak, Laura, and Lannon John. M. A Concise Guide to Technical Communication. (3rd edition) Pearson Education, Inc., 2007.
- Hybels, Sandra and Weaver, Richard L. Communicating Effectively. (10th edition) New York: McGraw-Hill, 2012.
- *Other materials:*

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

- Strunk, William Jr. The Elements of Style. (4th edition) Longman, 2000.
- Lunsford, Andrea A. The Everyday Writer. (3rd edition) Boston/New York: Bedford St.Martin's, 2005.

YEAR 3 – COURSE DESCRIPTIONS

Customer Experience Management

Course Description

This course examines the development, management, and improvement of the service delivery systems used by service organizations (i.e., hotels, restaurants, travel agencies, and health care) through the lens of quality management. This course also focuses on how customer experience design shapes customers' thoughts, actions, and decision processes. The course consists of three major sections. Section 1 focuses on understanding the paradigm of customer experience, identifying the drivers of customer satisfaction, formulating strategies to optimize the customer experience, and managing service operations through the development of a service blueprint. Students will also learn techniques to diagnose and measure the success of the customer experience. Section 2 focuses on the role of exponential technologies, such as artificial intelligence, robotics, augmented reality, virtual reality, and data analytics, in creating exceptional customer experiences. Section 3 discusses the creation of exceptional luxury customer experiences, incorporating technology, and describes how brands go beyond traditional branding frameworks to create luxury experiences.

Goals of the Course

- Explain the typical hospitality consumer and describe their experience “pathway”.
- Develop the strategies using techniques such as value chain analysis to (re)design customers' experience with hospitality services.
- Explain and apply various emergent technologies to support the development of exceptional customer experiences and brands.

Grading

Participation	10%
Three exams @20 points each	60%
Two Case Studies @5 points each	10%
Final Group Presentation	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course Textbooks

- Schmitt, B., ProQuest (Firm), & Books24x7, I. (2003:2010). Customer experience management: A revolutionary approach to connecting with your customers (1. Aufl. Ed.). New York: Wiley
- Tisch J.M., Skillsoft Corporation, & Books 24x7, I. (2007). Chocolates on the pillow aren't enough: Reinventing the customer experience. Hoboken, N.J.: John Wiley & Sons.
- PDF files and selected chapters – will be uploaded by the instructor

Information Systems and Analytics

Course Description

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

Course objectives and learning outcomes

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

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

Grading

Exam 1	15%
Digital Imaging/Photoshop project	10%
Technology Innovation Podcast	10%
Video Editing Project	10%
Exam 2	15%
Team project (Business Web Page)	20%
Final exam	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

No required text. – A USB Flash/Jump Drive with 4GB of free space dedicated to this class is needed. Computer resources that may be used or demonstrated: Internet and the World Wide Web (Internet Explorer and other browsers); a variety of databases available through Wallace Library via the Internet; MyCourses, online courseware, tutorials for building Web sites; image manipulation by Adobe PhotoShop; Audacity for Podcasting, iMovie for film production ; and Powerpoint; Other resources may be substituted for some of these as appropriate to the schedule or needs of the class.

Literature, Culture and Media

Course description

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

Goals of the course

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

Learning outcomes

Students will:

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

Grading

Weekly Online Reader Response Journals (3x8)	24%
Poetry test	18%
Short story test	18%
Student-led discussion on selected contemporary short story	10%
Test on student-selected stories and film	8%
Final creative essay	10%
Participation	12%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

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

Scientific Inquires in Environmental Science

Course description

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

Course objectives

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

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

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

- Griffin, J.M. Global Climate Change: the science, economics and politics. The Bush School, College Station, TX
- Diamond, J. Collapse: How Societies Choose to Fail or Survive. Penguin Books, London, UK.

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 15)	45 points
Debates	7 points
Course Project/Presentation	8 points
Final Oral Examination	10 points
Final Writing Exam (Essay)	10 points
Class Absences and Class Participation	10 points
Total	100 points

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- KALEIDOSKOP Kultur, Literatur und Grammatik, Eighth Edition, Moeller, Mabee, Berger, Adolph
- KALEIDOSKOP, Student Activities Manual, Eighth Edition, Moeller, Mabee, Berger, Adolph
- KALEIDOSKOP, Eighth Edition, Premium Website

Additional books

- Funk, H. Kuhn, C., Demme, S. (2006). Studio d A2 Deutsch als Fremdsprache, Cornelsen Verlag, Berlin.
- Funk, H., Kuhn, C., Demme, S., Winzer, B. (2009). Studio d B1 Deutsch als Fremdsprache, Cornelsen Verlag Berlin.

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

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

<http://wordreference.com/>

Intermediate Italian I

Course description

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

Course objectives

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

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

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

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

Grading

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

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- Bar Italia, by Annamaria Di Francesco e Ciro Massimo Naddeo
- Crescendo, An Intermediate Italian Program, second edition, by Francesca Italiano e Irene Marchegiani, Thomson and Heinle, 2nd edition, 2007
- Crescendo, Workbook/Lab Manual and Audio CDs

Additional books

- Giocare con la letteratura, by Carlo Guastalla, Alma Edizioni, Firenze
- Ponti, italiano terzo millennio, 3rd edition, by Elissa Tognozzi e Giuseppe Cavatorta, Heinle Cengage Learning, 2013
- Ponti, italiano terzo millennio, 2nd edition, Student Activities Manual, by Elissa Tognozzi e Giuseppe Cavatorta, Heinle Cengage Learning, 2013
- Pro e contro 1/2, conversare e argomentare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, libro dello studente, Bonacci editore, seconda edizione, Roma, 1999
- Pro e contro, conversare e argomentare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, guida per l'insegnante, Bonacci editore, seconda edizione, Roma, 1999

Intermediate Spanish I

Course description

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

Course objectives

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

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

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

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

Grading

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

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- Mundo 21, Fourth Edition, by Samaniego, Rojas, Rodriguez, De Alarcon, Heinle Cengage Learning
- Premium website for Mundo 21

Additional books

- Keith Chambers, Beginner's Spanish Grammar, Teach Yourself Books (or any other grammar of the Spanish language)
- José Siles Artés: Historias para conversar – Nivel Medio; SGEL S.A. 2001
- ¿Adónde? Conocer España y los países hispanohablantes, S.C. Ramírez, Elli, 2005

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

Intermediate 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 to increase their ability to function in French. 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 French life and culture. (MLFR-202 Beginning French II or equivalent proficiency) Class 3, Credit 3 (F)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the 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 15)	45 points
Debates	7 points
Course Project/Presentation	8 points
Final Oral Examination	10 points
Final Writing Exam (Essay)	10 points
Class Absences and Class Participation	10 points
Total	100 points

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- Bravo!. Eight edition, Muyskens, Harlow, Vialet, Brière
- Bravo!, Student Activities Manual, , Muyskens, Harlow, Vialet, Brière

Additional books

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Les 500 Exercices de grammaire A2-Hachette, 2006
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
- Grammaire essentielle du français niveaux A1 A2 - Glaudivine, Lannier Muriel, Loiseau Yves, Didier, 2015
- Edito 1 (méthode de français et cahier d'activités) – Marie-Pierre Bayloq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016
- Génération A2 (méthode de français) – P.Dauda, L.Giachino, C. Baracco, Didier, 2016

The Global Economy and the Grassroots

Course Description

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

Course objectives

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

Learning outcomes

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

- Describe key vectors of economic globalization
- Describe various impacts of institutions and patterns in the global economy
- Describe and appraise the activities of grassroots movements responding to these challenges

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

Grading

First exam (in week 8)	25%
Second Exam (in week 15)	22%
In Class Discussions 13x3	39%
Class participation	14%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

- Wallach, Lori, and Patrick Woodall, *Whose Trade Organization?*
- Hira, Ron, and Anil Hira, *Outsourcing America*
- Lappý, Frances Moore and Anna Lappý, *Hope's Edge*
- Pleyers, Geoffrey, and Alain Touraine, *Alter-Globalization*
- Dudley, Kathryn Marie, *The End of the Line: Lost Jobs, New Lives in Postindustrial America*
- Maeckelbergh, Marianne, *The Will of the Many: How the Alterglobalisation Movement is Changing the Face of Democracy*
- Moberg, Mark, and Sarah Lyon, *Fair Trade and Social Justice: Global Ethnographies*
- Thomas, Janet, *The Battle in Seattle: The Story behind and beyond the WTO Demonstrations*
- Iglesias Prieto, Norma, *Beautiful Flowers of the Maquiladora*
- Marcos, Subcomandante Insurgente, *Our Word is Our Weapon: Selected Writings*
- Barlow, Maude and Tony and Clarke, *Global Showdown*
- Ross, Andrew, ed., *No Sweat*
- Stiglitz, Joseph, *Globalization and Its Discontents*
- Hess, David L., *Localist Movements in a Global Economy: Sustainability, Justice, and Urban Development in the United States*

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

Documentary and feature films (video Presentations)

Hospitality Entrepreneurship in the Global Economy

Course description

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

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

Course objectives

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

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

Learning Outcomes

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

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

Grading

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

Cases & Participation	15%
Examinations	45%
Group Project Paper	15%
Group Project Presentation	5%
Final Examination	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Timmons, Jeffrey A., Spinelli, Stephen (2016). New Venture Creation: Entrepreneurship for the 21st Century. (10thed.). New York, NY: McGraw-Hill, Publishers.

Other various articles and Internet sites will also be utilized.

Strategic Financial Analysis

Course description

This course provides future hospitality / hotel managers with the necessary knowledge and skills in financial analysis, revenue management and cost control to address financial issues specific to the hospitality industry. Students will understand how revenue management tactics can be applied (e.g., capacity management, duration control, demand and revenue forecasting, discounting, overbooking, shift analysis, rate management and sales mix analysis, sales channel management tactics) to maximize profits. The course uses a mathematical approach to evaluating hotel business results. Prerequisite is ACCT 101 course.

Course objectives & learning outcomes

This course is designed for catering / hotel students who are interested in a number of different managements that require an understanding of advanced financial analysis systems and challenges unique to hotel financial results. It provides future hospitality / hotel managers with an analysis of the possibilities and solutions to unique problems related to financial analysis, revenue management and cost control, and applies the principles of accounting, financial management and cost control to hotel organizations. The following learning objectives include:

- Apply industry-related revenue management tactics to maximize profits
- Use income statements, balance sheets and cash flow statements from financial data for analysis and decision making for the hospitality industry
- Apply inventory control, cost analysis and pricing strategy to the problems of the hospitality industry
- Conduct an analysis of financial statement measures to increase the company's net working capital position
- Demonstrate knowledge of procurement, inventory management and cost control in the hotel industry
- Develop comprehensive strategies and plan budgeting
- Check comparative (horizontal) and joint (vertical) analyzes of financial statements
- Conduct cost accounting and coverage analysis
- Use the capital budgeting model to make a decision and to accept or reject proposed capital projects in the hospitality industry

Grading

Exams and final exam: 2 exams and a final exam

Quizzes: There will be 3 short announced quizzes during class

The points associated with each evaluation criterion are the following:

Case Quizzes (2X2.5 points)	5%
Exam 1	25%
Exam 2	25%
Quiz (3x5 points)	15%
Final exam	30%
Total	100%

Class format: lectures 3, exercises 0.

Course materials and textbooks:

Schmidgall, Raymond S. (2006). Hospitality Industry Managerial Accounting. 7th ed. Educational Institute of the American Hotel and Accommodation Association, Lansing, MI.

Other members, websites as well as related materials will be used.

Service Management and Quality Assurance

Course Description

This course explores the unique characteristics and operations of service organizations: special characteristics and service problems. Students will learn principles of service excellence and guest service management that can be used in managing any service organization. The course also introduces quality measurements associated with managing organizations in the service sector. Pre-requisite: 3rd year student

Course Overview

Develop an understanding of guest service and how to manage the experiences(s) of hospitality guests.

Program Learning Outcomes

- Define the key characteristics that make services different from goods;
- Describe service procedures for various functional areas of hospitality operations;
- Perform service procedures for various functional areas of hospitality operations;
- Solve customer problems effectively;
- Distinguish between service quality, guest satisfaction, value and customer loyalty;
- Evaluate the importance of the service encounter in delivering quality service;
- Discuss how employee and customer roles affect service delivery;
- Discuss the importance of service recovery for a hospitality business;
- Describe how service guarantees are used to enhance hospitality service delivery;
- Design a service blueprint to identify components needed to setup a successful service delivery system.

Grading:

Class and Team Participation	15%
Case Study Assignment	10%
Mystery Shopper Assignment	5%
Individual Presentation	10%
Three Quizzes (20 pts each)	60%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Wilson, Zeithaml, Bitner, Gremler (2016). Services Marketing: Integrating Customer Focus Across the Firm (7th ed.). McGraw-Hill Education
PDF files on *myCourses* and printed articles handed in class

Human Resource Management

Course description

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

Course objectives

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

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

Learning Outcomes

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

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

Intended learning outcomes

- Gain a broad understanding of human resources concepts
- Gain and appreciation of management theories impacting HRM; Understand the general role/function of human resource management in organizations
- Know key professional terms and guidelines associated with HRM
- Become familiar with information and techniques for recruiting desired employees
- Become familiar with hiring, training, developing and retaining employees
- Gain insights into the areas of compensation and benefits

- Gain an appreciation into the importance of work environments
- Acquire basic concepts and knowledge on the role of unions
- Conduct an in-depth team research in an HRM area
- Work in teams, share opinions and debate HR related topics

Grading

Exam 1	20%
Exam 2	25%
Team Assignment	10%
Exam 3	25%
Class Participation	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Human Resource Management; Noe, Hollenbeck, Gerhart, Wright, 7th Edition, McGraw Hill

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

Intermediate German II

Course description

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

Course objectives

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

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

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

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

Grading

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

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- KALEIDOSKOP Kultur, Literatur und Grammatik, Eighth Edition, Moeller, Mabee, Berger, Adolph
- KALEIDOSKOP, Student Activities Manual, Eighth Edition, Moeller, Mabee, Berger, Adolph
- KALEIDOSKOP, Eighth Edition, Premium Website

Additional books

- Funk, H. Kuhn, C., Demme, S. (2006). *Studio d A2 Deutsch als Fremdsprache*, Cornelsen Verlag, Berlin.
- Funk, H., Kuhn, C., Demme, S., Winzer, B. (2009). *Studio d B1 Deutsch als Fremdsprache*, Cornelsen Verlag Berlin.

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 15)	45 points
Debates	7 points
Course Project/Presentation	8 points
Final Oral Examination	10 points
Final Writing Exam (Essay)	10 points
Class Absences and Class Participation	10 points
Total	100 points

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- Crescendo, An Intermediate Italian Program, second edition, by Francesca Italiano e Irene Marchegiani, Thomson and Heinle, 2nd edition, 2007
- Crescendo, Workbook/Lab Manual and Audio CDs
- Ponti, italiano terzo millennio, 3rd editon, by Elissa Tognozzi e Giuseppe Cavatorta, Heinle Cengage Learning, 2013
- Ponti, italiano terzo millennio, 2nd editon, Student Activities Manual, by Elissa Tognozzi e Giuseppe Cavatorta, Heinle Cengage Learning, 2013

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 15)	45 points
Debates	7 points
Course Project/Presentation	8 points
Final Oral Examination	10 points
Final Writing Exam (Essay)	10 points
Class Absences and Class Participation	10 points
Total	100 points

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- Mundo 21, Fourth Edition, by Samaniego, Rojas, Rodriguez, De Alarcon, Heinle Cengage Learning
- Premium websire for Mundo 21

Additional books

- Keith Chambers, Beginner's Spanish Grammar, Teach Yourself Books (or any other grammar of the Spanish language)
- José Siles Artés: Historias para conversar – Nivel Medio; SGEL S.A. 2001
- ¿Adónde? Conocer España y los países hispanohablantes, S.C. Ramírez, Elli, 2005

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

Intermediate 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 to increase their ability to function in French. 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 French life and culture. (MLFR-301 Intermediate French I or equivalent proficiency) Class 3, Credit 3 (S)

Course objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the 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 15)	45 points
Debates	7 points
Course Project/Presentation	8 points
Final Oral Examination	10 points
Final Writing Exam (Essay)	10 points
Class Absences and Class Participation	10 points
Total	100 points

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:

- Bravo!. Eight edition, Muyskens, Harlow, Vialet, Brière
- Bravo!, Student Activities Manual, , Muyskens, Harlow, Vialet, Brière

Additional books

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Les 500 Exercices de grammaire A2-Hachette, 2006
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
- Grammaire essentielle du français niveaux A1 A2 - Glaudivine, Lannier Muriel, Loiseau Yves, Didier, 2015
- Edito 1 (méthode de français et cahier d'activités) – Marie-Pierre Bayloq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016
- Génération A2 (méthode de français) – P.Dauda, L.Giachino, C. Baracco, Didier, 2016

Social and Cultural Theory

Course Description

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

Course objectives

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

Learning outcomes

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

- Compare and contrast key influential theories in sociology and anthropology
- Assess key theories with respect to their ability to shed light on contemporary social phenomena and problems
- Explain the common theoretical roots of sociology and anthropology.

Grading

First exam (in week 8)	15%
Second Exam (in week 15)	13%
In Class Discussions 14 x 3	42%
Visual Sociology	15%
Class participation	15%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Excerpts from the following:

- Tucker, Robert C., ed., The Marx/Engels Reader;
- Marx, K and Engels, F, Selected Works, Vol. 1
- Weber, Max, Economy and Society: An Outline of Interpretive Sociology;
- Weber, Max, The Protestant Ethic and the Spirit of Capitalism
- Gerth, Hans, and Mills, C. Wright, From Max Weber: Essays in Sociology;
- Mills, C. Wright, The Sociological Imagination
- Mills, C. Wright, The Power Elite
- Durkheim, Émile, The Division of Labor in Society
- Durkheim, Émile, Suicide
- Durkheim, Émile, The Elementary Forms of Religious Life
- Bourdieu, Pierre, Outline of a Theory of Practice
- Foucault, Michel, and Paul Rabinow, eds., The Foucault Reader
- Boas, Franz, Race, Language, and Culture
- Malinowski, Bronislaw, Magic, Science, and Religion and Other Essays
- Appadurai, Arjun, "Disjuncture and Difference in the Global Cultural Economy"
- Geertz, Clifford, The Interpretation of Cultures
- Lemert, Charles, and Ann Branaman, eds., The Goffman Reader
- Wolf, Eric R., Europe and the People without History
- Clifford, James, The Predicament of Culture
- Giddens, Anthony, The Constitution of Society
- Giddens, Anthony, Capitalism and Modern Social Theory
- Said, Edward M., Orientalism
- Fanon, Franz, Black Skin, White Masks
- McGee, R. Jon. and Richard L. Warms, eds., Anthropological Theory: An Introductory History
- Ortner, Sherry, "Theory in Anthropology since the Sixties"
- Sacks, Karen Brodtkin, "Toward a Unified Theory of Class, Race, and Gender"
- Marcuse, Herbert, One-Dimensional Man
- Jameson, Fredric, "Postmodernism, or the Cultural Logic of Late Capitalism"
- Harvey, David, The Condition of Postmodernity
- Mead, George H., Mind, Self and Society
- McQuarrie, Donald, Readings in Contemporary Sociological Theory
- Kivisto, Peter, Illuminating Social Life: Classical and Contemporary Theory Revisited
- Du Bois, W.E.B., The Souls of Black Folk
- Merton, Robert, Social Theory and Social Structure
- Vogel, Lise, Marxism and Socialist-Feminist Theory: A Decade of Debate
- Berger, Peter and Thomas Luckmann, The Social Construction of Reality
- Simmel, Georg, The Metropolis and Mental Life

- Smith, Dorothy, The Conceptual Practices of Power: A Feminist Sociology of Knowledge
- Wallerstein, Immanuel, The Modern World System
- Allen, Kenneth, A Primer in Social and Sociological Theory
- Appelrouth, Scott and Edles, Laura, Classical and Contemporary Sociological Theory: A Text and Readings
- Coser, Lewis, Masters of Sociological Thought

Documentary and feature films (video Presentations)

Special Topics

Course description

The exceptional and changing nature of high-end travel suggests that luxury travel professionals require a unique set of skills. In this context, this course is providing both the theoretic foundations to luxury service design as well as practical applications of key concepts. Students will be prepared to operate in today's luxury segment, enabling them to create and manage personalized experiences. Luxury service design is a holistic design process operating in the realm of constant uncertainty and change, i.e. chaos that arises from the contextual nature of personalized service and the ambition to solve problems that customers do not even know they have. The ambiguous nature of this segment comes from the fact that customers expect/want personalization, and at the same time resent standardization, which in turn means that organizations have to rearrange their strategies in real time around what they hear from their clients. The luxury service design must therefore use skills from a variety of disciplines (design, psychology, management and process engineering) to develop models of co-creation of unique value with each individual customer, i.e. personalized experience in the process of continuous experiment. We will explore operations and creation of value in the convergence of customers' needs and desires, technological capabilities, and organizational innovations, taking customers beyond their current horizon of cognition.

Course objectives

- Explain and describe the changing nature of luxury travel
- Explain and describe the tools required to create and operate unique luxury experiences
- Understand the theory underlying operations and product management in luxury travel
- Gain an understanding of the multi-disciplinary nature of luxury service design
- Examine the impacts of luxury travel on all components of sustainability

Learning Outcomes

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

- Evaluate and compare the forces driving change and evolution in luxury
- Present luxury design tools, comparing and contrasting various designs, so as to create unique luxury experiences
- Compare and contrast the major theories supporting luxury service design and its associated products
- Gather and combine various constructs from distinct disciplines influencing luxury service design
- Analyze and critically evaluate the importance of sustainability in luxury service design

Grading

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

Participation	20%
Examinations	50%
Group Project	20%
Case Analysis	10%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

The Sum of Small Things; a Theory of the Aspirational Class, Elizabeth Currid-Halkett, Princeton University Press 2017

Other various articles and Internet sites will also be utilized.

Hospitality Enterprise Management and Growth

Course description

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

Course objectives

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

Learning Outcomes

- Define and explain the hospitality growth-related issues across the hospitality industry (i.e. food, lodging, travel, tourism, entertainment, and health care).
- Explain and explore how hospitality entrepreneurial activities are focused on continuous business development with growth as a potential consequence
- Describe theoretical stages of hospitality business growth, general process of enterprise lifecycle.

- List, recognize, and explain typical growth barriers encountered in the hospitality industry
- List, identify, and explain general concepts of growth measurement including (but not limited to) revenue, market share, locations, customers, headcount etc. in hospitality businesses
- List and examine key elements of developing a sustainable hospitality business model as a foundation for future growth
- Explore the dimensions of successful service firms (growing from small to big)

Grading

Exam 1 and Exam 2 (2x25)	50%
Team Assignment	10%
Final Exam	20%
Class Participation	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- Guide to Managing Growth, Rupert Merson
- Smart Growth – Building and Enduring Business by Managing the Risks of Growth, Edward Hess
- Growing an Entrepreneurial Business - Concepts and Cases, Edward Hess
- Growing Pains, Erric G. Flamholtz & Yvonne Randle
- Selected articles, Daniel Isenberg

Readings will be posted on *myCourses* or presented in class.

YEAR 4 – COURSE DESCRIPTIONS

Leadership Innovation in Service Industry

Course Description

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

Course objectives

“Critical to the leadership process is the capacity of each individual to engage in authentic relationships with others.” (Levy, 2009, Emotionally Intelligent Leadership)
The goal of this course is to introduce students to definitions, knowledge and skills related to contemporary global management and leadership and to provide them with skills, training and opportunities to assess their own skills as managers and leaders and to create a personal development plan. This is a capstone course so students are expected to bring with them knowledge from the previous 3 years of education.

Learning outcomes

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

Grading

Participation	15%
Two Leadership Essays (each 10 pts)	20%
Final Paper	20%
Training Session in Pairs	20%
Self-Assessments and Journal entries	25%
Total	100%

RIT | Croatia

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Clawson, James G., (2006) *Level Three Leadership(selected chapters)*

PDF files on *myCourses* and printed materials handed in class

Luxury Service Excellence

Course Description

Luxury Service Excellence teaches students how to consistently meet and exceed customer expectations in the changing socio-economic circumstances by rendering authentic experiences, creating communities and creating shared value through learning, which is driven by high-tech/high-touch approaches.

The course is designed in the fashion that students take one or more study trips as part of their experiential learning. In this way, students are exposed to one or more global luxury destinations, allowing them to appreciate the complexity and demands of superior service delivery.

The goal of the course is to dive into the socio-cultural complexities of attaining luxury travel excellence, both from the point of view of product content and the necessities of product delivery processes. We will explore cultural heritage as the backdrop for authenticity, but also global supply chains as the necessary elements for attaining it. We will explore how successful organizations build their products in terms of fashion/design, artisanship, food & beverage operations and preposition themselves to answer correctly to the challenges brought about by volatile and fast-changing global trends.

We will plan to take an 8-day trip during spring break to the island of Hvar, where we will have an in-depth, hands-on experience of a luxury resort. Students will participate directly in luxury service operations in opening for the next season the Maslina Resort, an establishment committed to “mindful luxury”. Students will have an immersive experience of helping design and implement the opening procedures in different departments, such as front desk, wellness and spa, food and beverage, housekeeping, facility management, etc., learning how to build a luxury service excellence. We will also have on-site presentations, discussions and reflections. Part of the trip will be dedicated to site visits at different cultural, viticultural, agricultural, pop-cultural, historical and other venues on the island. Students will meet various industry professionals and local officials, learn from their experience and vision, and be able to understand what it takes to create a luxury operation in a realistic destination context.

Course objectives

Upon completion of this course a successful student should be able to:

- Explain and describe the socio-cultural complexities of luxury cultural heritage travel
- Critically analyze the building of the global supply chains and cross-cultural issues in service operations
- Evaluate how cultural innovation and remodeling of traditions can create new value in luxury tourism
- Understand why fashion, design, pop-culture, artisanship and technology are all important in creating authentic luxury travel product

- Examine the impacts of luxury travel on destinations' sustainability and how destinations are adapting to volatile global trends

Learning outcomes

Course Learning Outcome	Assessment Method
Classify, evaluate and compare the elements of socio-cultural complexities of luxury heritage travel	Project, presentation, reflection paper
Examine and formulate how global supply chains can support the authenticity of luxury travel product	Project, Assignment
Identify and explain how cultural innovation and remodeling of traditions can create new value in luxury tourism	Project, Assignment
Gather and combine various insights how fashion, design, pop-culture, artisanship and technology are all important in creating authentic luxury travel product	Project, Presentation
Analyze and critically evaluate the impacts of luxury travel on destinations' sustainability and how destinations are adapting to volatile global trends	Project

Grading

Discussion – Case study (teams)	Cultural, natural, historical heritage of Hvar	15%
Discussion – Case study (teams)	Key concepts in luxury services operations	15%
Study trip (participation)	Maintain a professional demeanor in a fully immersive setting of an outside company; provide meaningful contributions in daily activities and events; be prepared for daily itinerary; demonstrate motivation and creativity in the presentation of thoughts and ideas related to trip activities; facilitate and stimulate other trip members	40%
Trip diary	Daily activities log with reflections	20%
Final report	Key outcomes analyzed	10%
Total		100%

Class format: Four meetings 80 minutes and an all-immersive 8-day study trip.

Course materials and textbooks

- Paul Bradburry: Hvar, An Insider's Guide
- Additional, current industry readings posted on myCourses

International Risk Assessment & Law

Course Description

The course examines the principles, tools, techniques and methods employed in order to be effective in reducing the risk of liability, in the hospitality setting. Students learn how to recognize, evaluate and control, and treat some of the risks associated with operating hospitality businesses. Students study hospitality-based negligence cases, court decisions and resulting judgments. Safety and disaster management issues will be addressed.

Course objectives

- Discuss the importance of and analyze risk management in the everyday operations of a hospitality entity.
- Describe a hotel's duty to receive guests, its obligation to protect its guests, and steps in limiting its liability for loss of guest valuables and apply analysis to contemporary problems.
- Describe the attributes of the International legal system related to travel
- Describe and discuss the variety of laws that apply to the employment setting and hospitality tourism industry issues
- Explain food and beverage sales warranty of merchantability. Restaurants as insurers of wholesome food. Review how to recognize, evaluate, control and treat some of the risks associated with operating hospitality and tourism businesses.

Learning outcomes

- Understand key elements of risk that enterprises are facing as well as the options and resources available to address these risk elements
- Gain appreciation of business continuity as a set of activities that help the business survive and proceed with operations
- Know key professional terms and guidelines associated with risk management, business continuity
- A detailed understanding of the potential business impacts of unmanaged risk
- Understand the concept of contingency planning
- Understand the composition of and resources required to create and manage effective crisis management and business continuity teams (HR perspective)
- Attain key knowledge and skills in developing a framework for development of business recovery and continuity strategy
- Acquire concepts and knowledge of effective and proper crisis communication

Grading

Participation	20%
Two exams (30 points each)	60%
Self-Assessments and Journal entries	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks

- Hotel, Restaurant, and Travel Law: A Preventive Approach
- Karen L. Morris, Jane Boyd Ohlin, and Sten T. Sliger

Professional Ethics

Course Description

This course critically examines ethical issues that arise in professional life. The course will examine not only the general relationship between ethics and professional life but the particular consequences of ethical considerations within the student's own profession and the professions of others with whom the student must live and work.

Course objectives

This course offers students an insight into ethical issues that arise in professional life. The main objectives of this course are:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To help the student become aware of ethical concerns in professional life, and business world in general.
- To enable students to evaluate various ethical assumptions and arguments, including their own.
- To reinforce critical thinking in evaluation of their respective future work roles, duties and privileges.
- To encourage the student to develop a more reasonable and coherent view of himself or herself as a future professional in relation to others and to the universe in which he or she lives.
- To acquaint the student with some of the major philosophers and various ethical positions;
- To encourage the student to critically engage various theories in moral philosophy and apply them in consideration of everyday experiences in the lives of professionals.

Learning outcomes

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

- Explain and apply core concepts of ethical analysis
- Identify, describe and analyze ethical concerns in professional and business related situations
- Apply ethical theories in analysis of ethical issues in different professions, and in analysis of case studies of professional decision making
- Construct and evaluate arguments in defense of personal decisions in complex work-related situations
- Explain the sources and the role of a professional code of conduct in real world contexts
- Analyze the potential differences between practical and moral obligations in professional life

- Discuss the interests of society from the perspective of business world and professional decision making practices

Grading

Class participation	14%
Two quizzes	30%
Two essays	30%
In-class discussions	26%
Total	100%

Class format: Class hours 3

Course materials and textbooks:

- Martin, C., Vaught, W., and Solomon, R.C. (2017). *Ethics across the Professions: A Reader for Professional Ethics*. Oxford University Press.
- Callahan, J., ed. (1988). *Ethical Issues in Professional Life*. Oxford University Press.
- Tittle, P., ed. (2016). *Ethical Issues in Business*. Broadview Press.
- Shafer-Landau, R. (2017). *The Ethical Life: Fundamental Readings in Ethics and Contemporary Moral Problems*. Oxford University Press.

In addition to the selected writings from the listed *Readers*, students will be provided with a selection of excerpts from:

- Plato, *Republic, Meno, Apology, Gorgias*
- Aristotle, *Nicomachean Ethics, Politics*
- T. Aquinas,
- T. Hobbes, *Leviathan*
- D. Hume, *Treatise of Human Nature*
- J. Bentham, *An Introduction to the Principles of Morals and Legislation*
- I. Kant, *Groundwork of the Metaphysics of Morals*
- J. S. Mill, *Utilitarianism*
- F. Nietzsche, *On the Genealogy of Morals*
- J. Rawls, *A Theory of Justice*
- W.D. Ross, *The Right and the Good*
- MacIntyre, A. *After Virtue*
- P. Singer, *Famine, Affluence and Morality; How are We to Live?*
- (ADDITIONAL RESOURCES FOR METAETHICS):
- G. Graham, *Theories of Ethics*
- D. Brink, "Autonomy of Ethics"
- H. Sidgwick, *The Methods of Ethics*
- R. Shafer-Landau, *Fundamentals of Ethics*
- G. E. Moore, *Principia Ethica*

Additional sources:

- Sinnott-Armstrong, W. and Fogelin, R.J. Understanding Arguments
- Stanford Encyclopedia of Philosophy
- Classical Texts on the Internet (www.classics.mit.edu)
- RIT Databases
- Films

Global Islam

Course Description

This course examines the spread of Islam beyond its origins in the Middle East, and the cultural and social clashes, but also the mutual adjustments that have followed. This course explores core tenets of Islam, but also how its practices and beliefs are altered as practitioners in different countries alternately adopt, co-opt, manage, react to, and reject elements in accordance with the meaningful social, cultural, and political lives they build for themselves. The compatibility of Islam with Western society is often debated in contemporary public discourse. This debate is typically marked by an assumption that Islamic beliefs clash with Western secular democratic ideals, an assumption which results in tensions over mosque building, headscarves, and other public signs of Islamic faith. We will explore the diverse ways of being Muslim from a cross-cultural perspective and the sometimes-challenging negotiation of fulfilling these religious tenets while living in Muslim-minority places.

Learning outcomes

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

- To explore the frequent public portrayal of a dichotomy between Islam and “The West” and its implications
- To understand the core tenets of Islamic belief and the range of ways of being Muslim from a cross-cultural perspective
- To gain familiarity with the past and present of Muslims in Europe, the Americas, the Middle East, Africa, and Asia
- To employ a critical assessment toward theories that imply incompatibility between Islam and contemporary secular society
- To examine crucial issues affecting Muslims living in non-Muslim majority countries

Communication related outcomes:

- Express oneself effectively in common college-level written forms using standard American English
- Revise and improve written products
- Demonstrate comprehension of information and ideas accessed through reading

Critical thinking related outcomes:

- Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
- Analyze or construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipating counterarguments
- Reach sound conclusions based on logical analysis of evidence

- Demonstrate creative and/or innovative approaches to assignments or projects

Grading

Reading assignments (7x10%)	70%
Final presentation	30%
Total	100%

Class format: In class lectures, video presentations, group discussions

Course materials and textbooks

Select readings will be chosen from the following:

- Adams, Charles J., "Islam and Christianity: The Opposition of Similarities" in *Medieval Studies*, 6, 1984, pp. 287-306.
- Cantwell Smith, Wilfred. "Muslims" in *The Faith of Other Men*. CBC Publications, 1962.
- Cantwell Smith, Wilfred. *What is Scripture? A Comparative Approach*. Fortress Press, 1993
- Cook, Michael. *The Koran: A Very Short Introduction*. Oxford University Press, 2000.
- Denny, M. Frederick. *Islam*. HarperSanFrancisco, 1987.
- Embree, Ainslie T. *Sources of Indian Tradition: From the Beginning to 1800*. Columbia University Press, 1988.
- Foy, Whitfield (Ed.). *The Religious Quest: A Reader*. The Open University Press and Routledge. 1988.
- Hitti, K. Philip. *History of the Arabs*. Macmillan & Co Ltd, 1964.
- Kessler, Gary E. *Ways of Being Religious*. Mayfield Publishing Company, 2000.
- Küng, Hans. *Christianity and the World Religions: Paths to Dialogue with Islam, Hinduism, and Buddhism*. Doubleday & Company, Inc., 1986.
- Molloy, Michael. *Experiencing the World's Religions: Tradition, Challenge, and Change*. Mayfield Publishing Company, 1999.
- Nasr, Seyyed Hossein. "Islam" in *Our Religions*. Ed. by Arvind Sharma, HarperSanFrancisco, 1993.
- Nigosian, S. A. *World Religions: A Historical Approach*. Bedford/St.Martin's, 2000.
- Sharma, Arvind and Katherine K. Young (Eds.) *Today's Woman in World Religions*. SUNY Press, 1994.
- Smith, Ninian. *The religious Experience of Mankind*. Charles Scribner's Sons, 1984.
- *The Holy Qur'an*. S. V. Mir Ahmed Ali. Tahrike Tarsile Qur'an, Inc., 1988.

Principles of Macroeconomics

Course description

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

The course should feature a heavy emphasis on the role of economic policy: monetary and fiscal policies aimed at short run stabilization, policies concerning trade and international finance, and policies aimed at promoting long run growth. A common criticism of undergraduate macroeconomic courses is that they feature very little actual economics. The course should clearly highlight the tradeoffs involved in policy making – e.g. short run stabilization vs. long run growth, efficiency vs. equity, etc.

Given the ubiquity of coverage of macroeconomics in the national and local media, the course should feature an important “real world” component. In particular, instructors should make an effort to draw on recent periodicals and newspapers to discuss the applications of the theories and ideas to the real world.

Course Rationale and Objectives

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

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

Grading

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

Quiz 1	15%
Exam 1	30%
Quiz 2	15%
Exam 2	30%
Team Presentation	10%
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, 11th Global Edition, (Pearson Education Limited: 2014).

Electronic files, links and case studies concerning topics will individually be posted on My courses that is why students are not required to have the textbook. All reading materials will be provided and/or posted on my Courses, students that miss the previous class are expected to have read the materials and be prepared for the next class. On occasion students will be expected to bring materials provided in previous sections

Entrepreneurial and Responsible Leadership for Hospitality Industry

Course description

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

Course objectives

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

Learning Outcomes

Students will:

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

Grading

Participation	10%
Two exams 15 pts each	30%
Entre Profile	20%
Final Group Project	40%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Sheppardson and Gibson. Leadership and Entrepreneurship in the Hospitality Industry. Chess Partnership, ISBN: 978-1-906884-48-2

Sociology of Work

Course Description

This course analyses types and essential properties of postmodern work, its structure, the group processes involved in it, gender relationships, the influence of contemporary technology on new work arrangements, and its social meaning (work satisfaction, unemployment, and perspectives of work in the changing society). It treats work as emerging, like other social realities, out of social relationships between individuals and groups. It looks at ways in which people can develop a positive self-regard or feel a sense of alienation in their occupations or professions and various types of work organizations. Also considers leisure as a complement to work.

Course Objectives

By putting work into the context of other areas of social life, like economy, politics and family, or in relation to processes like social mobility, socialization and personal feelings, we will try to get insight into the main perspectives on the organization and consequences of work. Due to the fact that most of us spend our lives working for someone else, we will try to find answers to essential questions: Why and how we take on work roles? How organizational hierarchy influences our ambitions, feelings, self-esteem, family-life etc.? What are the benefits of team-work and of workers' unions? What kind of leisure are we capable of?

The course is designed to enable students to recognize and to understand new trends in shaping postmodern society by the economy sector in the society: more specifically, by the influence of division of labor, types of work, and the role of different institutions in shaping our lives. The students will be provided with necessary knowledge to be able to compare and analyze different work experiences from all over the world. Its aim is also to encourage students to discuss the impact of contemporary "work cultures and styles" on the quality of human living, customs, and relations as a whole. The issues concerning future of work and leisure in the contemporary world will give the students a solid framework to understand major social dimensions of the global society.

Learning Outcomes

Students will be able to:

- define and appropriately use key concepts concerning sociological perspectives of work and social research in general
- apply discipline-specific vocabulary in written or presentational assignments
- analyze, interpret and discuss texts concerning different aspects of work and its relation to other areas of social life
- describe the processes governing development and evolution of concepts of work and leisure over time
- compare different sociological perspectives on work with different work experiences (their own or those of people close to them)

- discuss the impact of “work cultures and styles” on the quality of human living, customs, and relations as a whole
- analyze processes in working environments from multiple perspectives
- design and carry out small research project collecting and analyzing both qualitative and quantitative data by using appropriate methodology
- write sociological research papers based on original research.
- demonstrate the origins of their ideas by referencing sources used in their work
- formally present a paper based on original research in a polished, professional way

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

Grading

Four exams	20%
In Class Discussions	20%
Essays	20%
Project	20%
Class participation	20%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

- Robbins, Richard, H.: *Global Problems and the Culture of Capitalism*, Allyn and Bacon, 2011.
- McCraw, Thomas, K.: *Creating Modern Capitalism*, Harvard University Press, 1997.
- Shaw, R.: *Reclaiming America*, University of California Press, 1999.
- Ritzer, G. *Globalization of Nothing*, Pine Forge Press, 2007.
- Stiglitz, Joseph, E.: *Globalization and its Discontents*, W.W.Norton & Company, 2003.
- Vago, Steven: *Social Change (5th edition)*, Prentice hall, 2003.
- Rubin, Beth: *Shifts in Social Contract*, Pine Forge Press, 1995.
- Rothman, Robert: *Working - Sociological Perspectives*, Prentice Hall, 1998.
- Honore, Carl: *In Praise of Slow*, New York 2004.
- Wheen, Francis: *How Mumbo-Jumbo Conquered the World*, Wheen Press, 2004.

Excerpts from:

Emile Durkheim

5.1.2 Karl Marx

5.1.3 Max Weber

5.1.4 Talcott Parsons

5.1.5 George Herbert Mead

5.1.6 Peter L. Berger and Thomas Luckmann

5.1.7 Antony Giddens

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

Documentary and feature films (video Presentations)

Senior Project

Course Description

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

Goals of the Course

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

Learning outcomes

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

Describe/explain the generic research and development process including:

- defining/describing the research problem
- reviewing relevant research
- identifying relevant primary data questions/issues
- gathering primary data
- compiling primary data
- drawing conclusions from the primary data (including statistical testing)
- identifying solutions that may mitigate the problem
- identifying areas for further research.

Grading

Final Paper	55%
Mentor Meetings	5%
Final presentation	20%
In- class presentations	10%
Class participation	10%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

RIT | Croatia

Conducting Research by Lawrence T. Orcher 2005; Pyczak Publishing, Glendale, CA

Research articles (exemplars) from hospitality and tourism journals;

Microsoft Excel and Minitab (for statistics and charts); Microsoft Word (for writing and charts); Microsoft PowerPoint (for presentation)

Event and Project Management

Course Description

The meeting and event planner of today must know how to plan, execute, and evaluate any event to show value to the stakeholders. Meetings today help us celebrate meaningful events, change the way people behave, motivate employees to perform better, and solve problems by bringing together ideas from many different cultures. This course is designed to provide an introduction to the principles and concepts required for the management and execution of a successful event. Essential topics will include event planning, coordination, sponsorship, budgeting, programming, marketing, communications, vendor management, volunteer management, risk management, event research, and event evaluation.

Learning outcomes

- Define the scope, create well-defined requirements, and develop work breakdown structures for an event.
- Learn to construct an event project communications plan for the purpose of communicating with internal and external stakeholders.
- Learn and apply concepts and execution of event management in the hospitality industry including elements such as food and beverage, design, entertainment, site selection, etc., and how to cost-effectively employ them.
- Examine all five phases of event management, human resource management including diversity management, procurement, time and financial management.
- Analyze and manage the risks of an event.
- Learn how to formulate event strategies for different venues. Apply event management principles through volunteer opportunities in a variety of authentic events and festivals
- Analyze and reflect in writing (report) on the participatory event experience as it relates to course concepts and personal growth.

Grading

Exam 1	20%
Exam 2	20%
Team Project	30%
Team Presentation	20%
Participation	10%
Total	100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- Professional Meeting Management: Comprehensive Strategies for Meetings, Conventions and Events by PROFESSIONAL CONVENTION MANAGEMENT (latest edition)
- Events Management: Principles and Practice by Razaq Raj, Paul Walters, et al. (2017)
- Other brochures, handouts and web materials.