

**RIT CROATIA PROGRAM OUTLINE**

**PROGRAM TITLE:** BUSINESS ADMINISTRATION: INTERNATIONAL BUSINESS

**TYPE OF PROGRAM:** Undergraduate professional program

**DURATION OF PROGRAM:** 4 years /8 semesters

**TOTAL NUMBER OF ECTS:** 240

**SCIENTIFIC AREA:** Social Science

**SCIENTIFIC FIELD:** Economics

## 1. ENROLLMENT CRITERIA

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

Application process:

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

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

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

- Any student whose overall Cumulative Grade Point Average falls below 2.00 will be placed on academic warning.
- Suspension refers to the academic action taken when a student is not permitted to enroll in courses at the university for a determined period of time.
- 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.

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

### 3. TRANSFER PROCEDURE

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

### 4. GRADUATION REQUIREMENT

IB Graduation requirements

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

- A Cumulative Grade Point Average (GPA) of 2.00 based on the US credits system
- Satisfactory completion of the Capstone Course
- Completion of 123 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 800 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 in Business Administration: International Business students receive a Bachelor of Science (B.S.) degree in Business Administration: International Business from RIT. Studies at RIT Croatia are also accredited by the Croatian Ministry of Science, Education and Sports and meet the requirements of the Bologna Agreement. As a result, all students completing the four-year IB program will receive the degree title of stručni prvostupnik/ prvostupnica (baccalaureus/ baccalaurea) međunarodnog poslovanja. In order to receive a Croatian degree from RIT Croatia students must have either a high school diploma issued by a Croatian high school or a high school diploma recognized by the Ministry of Science, Education and Sports of the Republic of Croatia.

## 6. PROGRAM OUTCOMES

Students majoring in Business Administration: International Business at RIT Croatia, develop a firm base of knowledge needed to successfully operate in interconnected, global world of business. International Business program is focused on developing analytical and critical skills which students apply in analyzing challenging business issues when making a decision, suggesting a recommendation, or implementing a solution.

Successful careers of international business professionals are based on profound understanding of peculiarities of diverse business and cultural practices. In order to develop them, International Business students are from day one, through their coursework and diverse campus community, immersed in recognizing and understanding differences in national cultures and values. Specifically designed courses focus on developing understanding of how national cultures and values shape the needs and wants of consumers throughout the world. Students leave RIT Croatia with developed ability to factor in variables such as language, culture and government policies and practices in their decision making model.

Students are building their capabilities through large number of practical exercises and case studies used by faculty through all four years of college. Through focus on problem based learning and application of theories and tools students develop a profound understanding of complexities of everyday business.

Fast pace technological change that is disrupting many industries requires custom made solutions and unique approaches in order to adapt to and exploit novel

environmental circumstances. Analytical problem solving, while essential and undoubtedly useful, is complemented with creative approaches to defining problems and searching for alternatives that will effectively solve the most challenging contemporary business problems. This learning process enables students to develop, apply and test their unique, distinctive strengths.

The program also has a strong language component since International Business students are expected to be fluent in at least one other language aside from their native and/or English language so as to effectively communicate in the global arena.

International Business program at RIT Croatia is the only program that requires a minor, either in management, marketing or finance. Main purpose of minor is to allow students to develop a focused expertise within a particular area of business within international business.

## List of Program Learning Outcomes

### Discipline Specific Learning Outcomes

1. Analytical and Critical Skills: Analyze and evaluate major business issues to make and communicate effective decisions.
  - a. Analyze a business problem using one or more theory-based frameworks.
  - b. Interpret data using quantitative methods.
  - c. Communicate a solution to a business problem and the reasoning behind it.
  - d. For a substantive ethical business issue, propose a sustainable course of action that considers the interest of primary stakeholders.
2. Applied Focus: Learn course concepts and theories through application and practice.
  - a. Apply course concepts effectively in a real organizational setting.
  - b. Successfully complete hands-on business-related projects.
  - c. Work effectively with others and in teams.
  - d. Demonstrate how global cultures and institutions impact businesses.
3. Creative Problem Solving: Generate a creative solution to a business problem or opportunity through the application of design thinking.
  - a. Demonstrate a process for generating a creative solution.
  - b. Demonstrate the use of design thinking to arrive at a creative solution.
  - c. Evaluate alternative solutions.
4. Technology: Apply business technology and explain its implications.
  - a. Explain the impact of technology on business operations.
  - b. Apply business technology to solve a problem.
  - c. Develop a strategy that includes technological innovation.
5. Global Environment - Demonstrate the capability of understanding and analyzing the institutional environment of different countries.

- a. Demonstrate the capability of understanding and analyzing the institutional environment of different countries (e.g., financial environment, regulatory environment, political environment, and labor environment)
  - b. Demonstrates sufficient knowledge of financial, regulatory, political, and labor environments.
6. Global Fundamental Elements - Understand the fundamental elements of global business, e.g., trade, Foreign Direct Investment, foreign exchange, and regional integration.
- a. Demonstrates awareness of fundamental elements of global business.
  - b. Demonstrates sufficient knowledge of how fundamental elements of global business differ across countries.

## 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 no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGMT - 101	Business 1: Ideas and Business Planning	3	0	3	6	Tajana Barbić, Lina Šetek
ACCT - 110	Financial Accounting	3	0	3	6	Peter Schmidt
MGIS - 101	Computer-based Analysis	0	1	1	4	Daniel Bara
UWRT - 100	Critical Reading & Writing	3	0	3	6	Jakob Patekar, Evelina Miščin
MATH - 101	College Algebra	3	0	3	6	Kristijan Tabak, Kristina Šorić
ECON - 101	Principles of Microeconomics	3	0	3	6	Jasminka Samardžija
YOPS - 10	RIT 365: RIT Connections	1	0	0	0	Evelina Miščin
ELCA - 062	Introduction to Academic English	4	0	0	0	Jakob Patekar

SPRING 1						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGIS - 102	Business 2: Business Planning and Professional Development	3	0	3	6	Tajana Barbić
ACCT - 210	Management Accounting	3	0	3	6	Vanja Vejzagić
ECON - 201	Principles of Macroeconomics	3	0	3	6	Jasminka Samardžija
MATH - 161	Applied Calculus	2	2	4	6	Kristina Šorić Ambroz Čivljak
ENVS - 150	Ecology of Dalmatian Coast	2	2	4	6	Staša Puškarić

## YEAR 2

### PATTERN 1

FALL 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MKTG - 230	Principles of Marketing	3	0	3	6	Nina Antičić
INTB - 225	Global Business Environment	3	0	3	6	Vanja Vejzagić
MGIS - 130	Information Systems and Technology	3	0	3	6	Daniel Bara
STAT - 145	Introduction to Statistics I	3	0	3	6	Kristijan Tabak, Azra Tafro, Ambroz Čivljak
MLSP - 201	Beginning Spanish I	2	2	4	6	Barbara Perić
MLFR - 201	Beginning French I	2	2	4	6	Tea Kovačević
MLIT - 201	Beginning Italian I	2	2	4	6	Ana Gudelj
MLRU - 201	Beginning Russian I	2	2	4	6	Ana Peković
MLGR - 201	Beginning German I	2	2	4	6	Nikolina Božinović
ACSC - 64	Essential Study Techniques	1	0	0	0	Ana Maria Šimundić

### PATTERN 2

FALL 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
FINC - 220	Financial Management	3	0	3	6	Iva Čondić-Jurkić
INTB - 225	Global Business Environment	3	0	3	6	Vanja Vejzagić
STAT - 145	Introduction to Statistics I	3	0	3	6	Kristijan Tabak, Azra Tafro, Ambroz Čivljak
MLSP - 201	Beginning Spanish I	2	2	4	6	Barbara Perić
MLFR - 201	Beginning French I	2	2	4	6	Tea Kovačević
MLIT --201	Beginning Italian I	2	2	4	6	Ana Gudelj
MLRU - 201	Beginning Russian I	2	2	4	6	Ana Peković
MLGR - 201	Beginning German I	2	2	4	6	Nikolina Božinović



## PATTERN 1

	SPRING 2					
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
FINC - 220	Financial Management	3	0	3	6	Iva Čondić-Jurkić
MGMT - 215	Organizational Behavior	1	0	3	0	TBD
MGMT - 035	Careers in Business	1	0	0	0	Peter Schmidt
UWRT - 150	Writing Seminar	4	0	3	6	Jakob Patekar
STAT - 146	Intro to Statistics II	2	2	4	6	Kristijan Tabak
MLFR - 202	Beginning French II	2	2	4	6	Tea Kovačević
MLSP - 202	Beginning Spanish II	2	2	4	6	Barbara Perić
MLRU - 202	Beginning Russian II	2	2	4	6	Ana Peković
MLIT - 202	Beginning Italian II	2	2	4	6	Ana Gudelj
MLGR - 202	Beginning German II	2	2	4	6	Nikolina Božinović

## PATTERN 2

	SPRING 2					
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGIS - 130	Information Systems and Technology	3	0	3	6	Daniel Bara
MGMT - 215	Organizational Behavior	1	0	3	0	TBD
MGMT - 035	Careers in Business	1	0	0	0	Peter Schmidt
UWRT - 150	Writing Seminar	4	0	3	6	Jakob Patekar
STAT - 146	Intro to Statistics II	2	2	4	6	Kristijan Tabak
MLFR - 202	Beginning French II	2	2	4	6	Tea Kovačević
MLSP - 202	Beginning Spanish II	2	2	4	6	Barbara Perić
MLRU - 202	Beginning Russian II	2	2	4	6	Ana Peković
MLIT - 202	Beginning Italian II	2	2	4	6	Ana Gudelj
MLGR - 202	Beginning German II	2	2	4	6	Nikolina Božinović

## YEAR 3

FALL 3						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
INTB - 489	Seminar in Intl Business	3	0	3	6	Kevin. Walker, Scott Coleman
MGMT - 340	Business Ethics and Corporate Social Responsibility	3	0	3	6	Majda Tafra
DESC - 310	Operations Management	1,5	1,5	3	6	Kristina Šorić, Adrian Alajković
PSYC - 101	Introduction to Psychology	3	0	3	6	Ana Havelka Meštrović, Maja Tadić Vujčić
MLSP - 301	Intermediate Spanish I	2	1	3	6	Barbara Perić
MLIT - 301	Intermediate Italian I	2	1	3	6	Ana Gudelj
MLRU - 301	Intermediate Russian I	2	1	3	6	Ana Peković
MLGR - 301	Intermediate German I	2	1	3	6	Nikolina Božinović
MLFR - 301	Intermediate French I	2	1	3	6	Tea Kovačević

SPRING 3						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
INTB - 315	Exporting and Global Sourcing	3	0	3	6	Peter Schmidt
COMM - 253	Professional Communication	3	0	3	6	Majda Tafra
INTB - 320	Global Marketing	3	0	3	6	Nina Antičić
ENGL - 411	Themes in American Literature	2	1	3	6	Evelina Miščin
MLSP - 302	Intermediate Spanish II	2	1	3	6	Barbara Perić
MLIT - 302	Intermediate Italian II	2	1	3	6	Zrinka F. Sain
MLGR - 302	Intermediate German II	2	1	3	6	Nikolina Božinović
MLFR - 302	Intermediate French II	2	1	3	6	Tea Kovačević
MLRU - 302	Intermediate Russian II	2	1	3	6	Ana Peković
PSYC - 239	Positive Psychology	2	0	3	6	Ana Havelka

## YEAR 4

FALL 4						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
INTB - 550	Global Entry and Competition Strategies	3	0	3	6	Milivoj Marković
PSYC - 236	Personality	3	0	3	6	Ana Havelka Meštović
ENVS - 151	Scientific Inquiries in Environmental Science	2	2	4	6	Staša Puškarić
MKTG - 350	Consumer Behavior	3	0	3	6	Nina Antičić
MKTG - 370	Advertising and Promotion Management	3	0	3	6	Nikola Drašković
FINC - 352	Financial Management II	3	0	3	6	Iva Čondić-Jurkić
FINC - 362	Intermediate Investments	3	0	3	6	Iva Čondić-Jurkić
MGMT - 380	HR Management	3	0	3	6	Tanya Splajt-Brajinović
MGMT - 320	Organizational Effectiveness Skills	3	0	3	6	Dina Tomšić
ACCT - 430	Cost Accounting	2	0	3	6	Vanja Vejzagić

SPRING 4						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGMT - 560	Strategic Management	3	0	3	6	Milivoj Marković
MKTG - 320	Digital Marketing	3	0	3	6	Colin Mitchel
MKTG - 360	Professional Selling	3	0	3	6	Nina Antičić
FINC - 430	Advanced Corporate Financial Planning	3	0	3	6	Iva Čondić-Jurkić
FINC - 420	Finance in Global Environment	3	0	3	6	Iva Čondić-Jurkić
MGMT - 310	Leading High-Performance Teams	3	0	3	6	Milena Kužnin
MGMT - 330	Design Thinking and Concept Development	3	0	3	6	Miro Kosović
PSYC - 234	Industrial and Organization Psychology	3	0	3	6	Ana Havelka Meštović
PHIL-202	Foundations of Moral Philosophy	3	0	3	6	Luka Boršić
ENGL - 210	Literature, Culture and Media	3	0	3	6	Evelina Miščin, Ana Gudelj

# **YEAR 1 – COURSE DESCRIPTIONS**

## Business 1: Ideas and Business Planning

### Course Description

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

### Learning outcomes

After completing this course, students should be able to:

- Identify and apply creative methods for idea generation
- Evaluate business opportunities
- Understand the role of key business functions
- Understand how a business is managed
- Understand and master business communication process
- Experience business decisions implications
- Present and explain business ideas

### Grading

Class participation	15%
Short assignments and quizzes	15%
Business idea	35%
Exam	35%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

Kelly, M., & Williams, C. (2015). BUSN, 10th edition. Boston, MA: Cengage Learning

Additional readings will be distributed in class.

## 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.

### Goals of the course

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

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

### Grading

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

Examinations and Final: Quizzes, midterm examinations plus a final exam

Points associated with each performance evaluation criteria are as follows:

Quizzes	20%
Midterm Examinations	40%
Group Project	6%
Final Examination	20%
Attendance, Participation	14%
<b>Total</b>	<b>100%</b>

**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:

- Walther, Larry M., (current edition) *Principles of Accounting*, Utah State University
- Wild, John J., (current edition) *Financial Accounting: Information for Decisions*, McGraw- Hill/Irwin, New York, NY

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

Calculator: Each student must have his or her own electronic calculator. A financial calculator is preferable for any business course, but any four-function calculator will be acceptable.

## Computer-based Analysis

### Course Description

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

### Course objectives

Upon completing the course, students should be able to:

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

### Grading

Practical Exam 1	30%
Practical Exam 2	30%
Practical Exam 3	30%
Group Project	10%
<b>Total</b>	<b>100%</b>

**Class format:** Class hours 0 Lab hours 1

### Course materials and textbooks:

How to Use Microsoft Excel: The Careers in Practice Series, Joseph M. Manzo e-ISBN: 978-1-4533-4877-2.



## Critical Reading & Writing

### Course Objectives and Course Description

Critical Reading & Writing is a one-semester, three-credit course designed to help students improve their critical reading and writing skills. Students will learn how to think critically and how to articulate, support, defend, and refute an argument. Furthermore, students will gain insight into the writing process, from choosing the right words, forming effective sentences, and organizing paragraphs, to planning, drafting, and revising their work. Special attention will be given to sentence grammar, clarity, and punctuation. By exploring different genres, students will learn how writers employ basic features and strategies of a genre to reflect different rhetorical purposes. All of this will help students develop their literacy practices that will be further strengthened in their First-Year Writing Seminar. The course also emphasizes the principles of intellectual property and academic honesty. Finally, peer review activities will help students learn how to critique their own and the work of others in order to become more independent and competent readers and writers.

### Course objectives

- develop critical thinking
- develop argumentation
- develop critical reading skills
- develop writing skills

### Learning outcomes

Students will:

- be able to articulate, support, defend, and refute an argument,
- be able to critically assess different sources of information,
- be able to plan, draft, and revise their written work,
- be able to apply grammar and punctuation rules appropriately and effectively,
- be able to write clearly at sentence and text level and to avoid redundancy,
- be able to write texts from a range of genres and for different audiences,
- understand the importance of academic honesty,
- be able to paraphrase the ideas of other writers and cite carefully selected sources in order to avoid plagiarism,
- receive feedback from their peers and give feedback to their peers.

## Grading

Reading Assignment I	5 points
Quiz	10 points
Punctuation Test	10 points
Paper I Draft	10 points
Paper I Peer Review	5 points
Paper I Final	10 points
Reading Assignment II	5 points
Writing Assignment I	5 points
Reading Assignment III	5 points
Writing Assignment II	5 points
Paper II Draft	10 points
Paper II Peer Review	5 points
Paper II Final	10 points
Class Attendance and Participation	5 points
<b>Total</b>	<b>100 points</b>

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

## Course materials and textbooks:

### Required texts and resources:

- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th ed.). Boston, MA: Bedford/St. Martin's.
- Lunsford, A. A. (2010). *The St. Martin's handbook*. Boston, MA: Bedford/St. Martin's.

### Suggested texts and resources:

- Anker, S. (2010). *Real writing with readings*. Boston, MA: Bedford/St. Martin's.
- Casagrande, J. (2014). *The best punctuation book, period*. Berkley, CA: Ten Speed Press.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings. Building college writing skills*. Boston, MA: Wadsworth.
- VanderMey, R., Meyer, V., Van Rys, J., & Sebranek, P. (2012). *The college writer: A guide to thinking, writing, and researching*. Boston, MA: Wadsworth.

## 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, and hospitality and service management.

### Grading

First Test, week 5	30 points
Midterm, week 10	30 points
Final test, week 16	30 points
First Test, week 5	10 points
<b>Total</b>	<b>100 points</b>

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

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

**Course materials and textbooks:**

- 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

## 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:

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

Quiz 1	15%
Exam 1	25%
Quiz 2	15%
Exam 2	25%
In-class assignments	20%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks:**

- Michael Parkin, *Microeconomics*, 12<sup>th</sup> Global Edition, (Pearson Education Limited: 2016).
- Daron Acemoglu, Massachusetts Institute of Technology. David Laibson, Harvard University. John List, University of Chicago *Microeconomics*, 2nd Edition, (Pearson Education Limited: 2018).

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.

## 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>



## Introduction to Academic English

### Course Objectives and 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

- improve students' writing skills
- expand students' vocabulary

### 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,
- be able to hold a public presentation,
- be able to keep a portfolio,
- be able to keep a glossary,
- understand the importance of academic honesty.

**Grading**

E-mail	5 points
Response I	5 points
Summary I	5 points
Response II	5 points
Summary II	5 points
Response III	5 points
Summary III	5 points
Response IV	5 points
Summary IV	5 points
Presentation	10 points
Article report I	5 points
Article report II	5 points
Article report III	5 points
Glossary	20 points
Portfolio	5 points
Class Attendance and Participation	5 points
<b>Total:</b>	100 points

**Class format:** 4 classes per week

**Course materials and textbooks:**

Required texts and resources:

- 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.

**Suggested texts and resources:**

- Barret, G. (2016). Perfect English grammar. Berkley, CA: Zephyros Press.
- Lele, C. (2018). The vocabulary builder workbook. Berkley, CA: Zephyros Press.
- McLendon, L. (2017). The perfect English grammar workbook. Berkley, CA: Zephyros Press.

## Business 2: Business Planning and Professional Development

### Course Description

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

### Course objectives

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

### Grading

Quizzes	10%
In-class exercises	10%
Individual Homework – 2 (5% each)	10%
Group project	40%
Tests (15% each)	30%
<b>Total</b>	<b>100%</b>

**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:

Class work 8x3	24 points
Case study	16 points
Examination #1	20 points
Examination #2	20 points
Final exam	20 points
<b>Total</b>	<b>100 points</b>

**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:

- Walther, L., M., Skousen, C., J., (2010) Introduction to Managerial Accounting: Managerial and Cost Accounting, bookboon.com, ([www.bookboon.com](http://www.bookboon.com))
- 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.

## 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 policymaking – e.g. short run stabilization vs. long run growth, efficiency vs. equity, etc.

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

### 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	25%
Quiz 2	15%
Final Exam	25%
In class assignments & homework	15%
Final course project	5%
<b>Total</b>	<b>100%</b>

*Extra points:*

Students willing to earn 3 extra points have an option to write research paper based on Macroeconomics topic of own interest 6 000 words - submission (via Dropbox) deadline: April 10<sup>th</sup> 2019 at 23:59, late submission will not be considered.

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

**Course materials and textbooks:**

Michael Parkin, Macroeconomics, 12th Global Edition, (Pearson Education Limited: 2016).

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.

## 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%
<b>Total</b>	<b>100 %</b>

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

**Class format:** Class hours 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



## Ecology of Dalmatian Coast

### Course Description

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

### Goals of the course

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

### Learning Outcomes

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

### Grading

Attendance	15 points
Research Paper	15 points
Presentation	10 points
Discussion paper	20 points
Quiz 1	5 points
Quiz 2	5 points
Final Exam	30 points
<b>Total</b>	<b>100 points</b>

**Class format:** Class hours 2 Lab hours 2

**Course materials and textbooks:**

Brennan, S. and Withgott, J. *Environment: The Science Behind the Stories*.

Pearson/Benjamin Cummings. San Francisco, CA.

Papers selected from the primary literature (updated annually)

# **YEAR 2 – COURSE DESCRIPTIONS**

## Principles of Marketing

### Course Description

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

### Course objectives

After completing this course, students should be able to:

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

### Grading

Tests (20+20+15+15)	70%
Group Homework	5%
Individual Homework (5+5+5+5)	20%
Final Project	5%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

Kotler, P., Armstrong, G. (2014) **Principles of Marketing**, 16<sup>th</sup> global edition, Pearson Education

Additional materials: All materials will be distributed in the classroom or through myCourses.

## Global Business Environment

### Course Description

INTB-225 Global Business Environment. Being an informed global citizen requires an understanding of the global business environment. Organizations critical to the development of the global business environment include, for-profit businesses, non-profits, governmental, non-governmental and supranational agencies. This course introduces students to the interdependent relationships between organizations and the global business environment. A holistic approach is used to examine the diverse economics, political, legal, cultural and financial systems that influence both organizations and the global business environment.

### Course objectives

The goal of this course is for students to achieve a basic literacy in the issues, institutions and forces that influence the global business environment. Students will be introduced to:

- Legal, political and financial risk analysis;
- Theories of global political economy;
- The central drivers and debates around international trade;
- The international monetary systems;
- International financial markets;
- Supranational organizations;
- Technology; and
- Special topics related to global current events.

### Grading

Case Studies Written/Oral	20%
Written Paper	20%
Mid Term Exam	20%
Group Project	20%
Final Exam	20%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks:** MyCourses

## Information Systems and Technology

### Course Description

To be successful in our globally-networked business environment, contemporary management professionals must have a strong grounding in the principles of information and information technology.

This course provides an introduction to the field of management information systems (MIS), including the tools and techniques for managing information and information technologies within organizations. We place a particular emphasis on the nature of systems, the role of information in business processes, the management of data, and the planning of MIS design projects.

### Course Objectives

The primary aim of this course is to provide students with a sound basis for managing information and information technologies effectively.

This course is intended to provide a critical understanding of the context within which business performs and how information can enhance business processes and management decision making across the enterprise.

### Learning Outcomes

By course completion, students will be able to:

- Demonstrate an understanding of systems and design thinking principles.
- Explain what an IS is and why IS are so important in contemporary organizations.
- Generate alternative solutions to an IS problem and choose among them.
- Identify the major management challenges to building and using IS and learn how to find appropriate solutions to those challenges
- Identify and evaluate the role of data in IS and business processes.
- Understand the role of business intelligence systems in creating organizational value.

### Grading

The following categories will determine your grade:

Attendance and Class Participation	10%
Midterm exam	30%
Team Project	45%
Final exam	15%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks:**

No formal text book.

Throughout the semester, students will be directed to Syllabus, MyCourses, the library, or academic databases to obtain articles for this class.

## Financial Management

### Course Description

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

- Types of business organizations and the relative advantages of each type
- Overview of financial markets and institutions
- Analysis of financial statements
- Time value of money
- Valuation of stocks and bonds
- Link between risk and return and CAPM
- Evaluating projects using metrics such as NPV, IRR and PI
- Capital structure decisions
- Dividend policy
- Evaluating short-term financing alternatives.

### Grading

3 Exams (25% each)	75%
Discussion forums	15%
Group assignments	10%
Individual Homework	mandatory but not graded
Quizzes	mandatory but not graded
<b>Total</b>	100%

The instructor reserves the right to add or subtract as much as +/- 2% based on student's exceptional participation, answers to random "cold-calling" throughout the course and in-class conduct (a neutral performance will lead to no adjustment).

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

### Course materials and textbooks:

Brealey, Myers and Marcus: Fundamentals of Corporate Finance, 9th ed., McGraw Hill Int. Ed.

Additional material distributed in class and/or via MyCourses



## Introduction to Statistics I

### Course Description

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

### Goals of the Course:

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

### Learning outcomes

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

### Grading

First Test	30 points
Midterm	30 points
Final test	30 points
Attendance	10 points
<b>Total</b>	100 points

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

**Format:** Class hours 3 Lab hours 0

### Course materials and textbooks:

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

- Michael Sullivan, Statistics: Informed Decisions Using Data, Pearson, Upper Saddle River, NJ.

## 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
<b>Total</b>	<b>100 points</b>

**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 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
<b>Total</b>	<b>100 points</b>

**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*

## 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
<b>Total</b>	<b>100 points</b>

**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, 9<sup>th</sup> Edition, HEINLE CENGAGE Learning, 2012
- Oggi in Italia, Student Activities Manual, 9<sup>th</sup> edition, Heinle Cengage Learning, 2012
- Oggi in Italia, Instructor's Resource Manual, 7<sup>th</sup> 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 Russian I

### Course Description

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

### Course Objectives

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

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

### Learning Outcomes

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

### Grading

The following categories will determine your grade:

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
<b>Total</b>	<b>100 points</b>

**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 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
<b>Total</b>	<b>100 points</b>

**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)

## 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](#)

## Organizational Behavior

### Course Description

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

### Learning outcomes

After completing this course, students should be able to:

- Cite the fundamental factors addressed in explaining individual differences, perceptions and behavior within organizational settings.
- Publicize the most substantiated theories used to understand individual employee motivation and performance.
- Cite the fundamental factors addressed in explaining group and team behavior within organizational settings.
- Publicize the essential differences between the most substantiated theories for understanding organizational leadership.
- Delineate the influence of power and politics in the operation of organizational justice.
- Publicize the interrelation of organizational structure, organizational design, and organizational culture.

### In-class version of the course:

#### Grading

Class Participation	20%
Quizzes (best 5 scores out of 7)	20%
Short Assignments	10%
Homework	10%
Team OB project	30%
Group presentations of Final papers	10%
<b>Total</b>	<b>100%</b>

**Class format:** Class hours 1, Lab hours 0 / online

**Compulsory textbook:** Phillips, J., & Gully, S. (2014). *Organizational Behavior: Tools for Success*, 2nd edition. Mason, OH: Cengage.

**Additional literature:** Cornet, M. (2018). *Goomics – Google’s corporate culture revealed through internal comics*, Vol 1.

## Careers in Business

### Course Description

This zero credit course consists of a series of workshops and seminars designed to introduce business students to the skills needed to be successful in job and co-op searches and applications to graduate schools. Students will establish their career goals and create material needed to achieve these goals (e.g., resume, cover letter), and become successful interviewers.

### Course Objectives

This course provides an introduction to conducting an effective job search based upon a high level of self-awareness. Inherent in any job or internship search, students will identify their qualifications and establish job, internship, or graduate school goals. Participants will engage in experiential activities that simulate the phases of a job search. To this accord, students will attend specified classes or events in proper business attire (unless otherwise noted). Multiple attempts and iterations may be necessary to achieve a level of competency (i.e. resume writing and interview skills).

### Learning Outcomes

All students are expected to demonstrate mastery of each learning outcome provided below. Mastery will be demonstrated through one or more assignments and/or examinations during the term.

- Understand one's personal interests, values, and abilities and relate those to multiple industries and career fields.
- Understand how to establish job, internship, graduate school, or career goals and the role one's goals play in yielding successful outcomes or developing self-confidence.
- Knowledge of career resources and how to conduct research on business functions and industries and understand the variety of entry-level positions and potential career paths from each.
- Understand and engage in networking to discover how it contributes to a job/internship search.
- Understand the importance and function of informational interviews and how they relate to networking.
- Understand the importance of completing internships or gaining relevant experience prior to graduation.
- Understand the value of proper attire and business etiquette and apply them in various settings.
- Understand the variety of interview styles and questions, as well as how to prepare.
- Understand how to evaluate an employer, internship, or job to determine how it coincides or differs with personal goals, skills, and values.

- Understand the need for, and components of, a targeted resume and create one.
- Understand the components to a well-written cover letter and other forms of job search documentation, and be able to create them.
- Understand the timeline and components for a competitive graduate school application. Students will be able to express when and if they will apply to graduate programs.
- Understand how to identify a graduate program that is appropriate for one's learning style, interests, academic preparation, and goals.
- Understand what constitutes a job offer and how to respond, accept, or decline.
- Understand how to differentiate between job offers and make a decision.

## Grading

Resume Assignments	30 points
Cover Letter Assignment	20 points
LinkedIn profile Assignment	10points
Hit List of Employers Assignment	10 points
Career Goals Reflection	20 points
Attendance	10 points
<b>Total</b>	100 points

**Class format:** Class hours: 1 (workshop / seminar) Lab hours 0

## Course Materials and Textbooks

Instructor will provide supplemental readings from a variety of sources. Texts and other media will be posted on myCourses. No textbook is required. Guest speakers will bring career experience from various industries and seniority levels to the classroom, including at least one experienced HR specialist.

## 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

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

### Learning outcomes

Students will:

- understand the importance of academic honesty,
- proficiently use APA for citing and referencing,
- be able to paraphrase the ideas of other writers and cite carefully selected sources in order to avoid plagiarism,
- be able to find information and choose the right sources,
- be able to write a research paper,
- receive feedback from their peers and give feedback to their peers,
- be able to present their research.



## Grading

Topic Presentation	5
Credibility Quiz	10
Working Bibliography	5
Short Draft	5
Peer Review 1	5
Integration Quiz	10
Annotated Bibliography	15
Long Draft	10
Peer Review 1	5
Paper Presentation	5
Final Paper	20
Participation	5
<b>Total</b>	<b>100</b>

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

### Course materials and textbooks:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).
- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8<sup>th</sup> ed.). Bedford/St. Martin's.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings. Building college writing skills*. Wadsworth.
- Winkler, A. C., & McCuen-Metherell, J. R. (2008). *Writing the research paper. A handbook*. Wadsworth.

## Introduction to Statistics II

### Course Description

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

### Course objectives

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

### Learning outcomes

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

### Grading

First Test, week 5	30 points
Midterm, week 10	30 points
Final test, week 15	30 points
Attendance	10 points
<b>Total</b>	100 points

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

**Class format:** Class hours 4 Lab hours 0

### Course materials and textbooks:

- Moore and McCabe, Introduction to the Practice of Statistics, Freeman. Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Duxbury.
- Agresti and Franklin, Statistics, The Art and Science of Learning from Data, Pearson

## Beginning French II

### Course description

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning French as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in French-speaking countries. (MLFR-201 Beginning French I or equivalent proficiency) 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
<b>Total</b>	<b>100 points</b>

**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 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
<b>Total</b>	<b>100 points</b>

**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 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 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 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
<b>Total</b>	<b>100 points</b>

**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 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 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 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
<b>Total</b>	<b>100 points</b>

**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, 9<sup>th</sup> Edition, HEINLE CENGAGE Learning, 2012
- Oggi in Italia, Student Activities Manual, 9<sup>th</sup> edition, HeinleCengage Learning, 2012
- Oggi in Italia, Instructor's Resource Manual, 7<sup>th</sup> 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, imparar l'italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, Edizione Redux

## 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 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 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
<b>Total</b>	<b>100 points</b>

**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)

# **YEAR 3 – COURSE DESCRIPTIONS**

## Seminar in International Business

### Course Description

Entrepreneurship is recognized as providing many benefits, including economic growth, job creation, and innovation, to regions and economies. This course, structured as a seminar, will provide an introduction and overview to entrepreneurship and the creation of new enterprises at the international, national, firm and individual levels. Various models and case studies will be employed to analyze opportunities and to provide real world examples of relevant issues. This course will provide particular attention to venture financing and entrepreneurial marketing. A course project will allow groups to employ methods employed by expert entrepreneurs to develop a new offer.

INTB-225 and third year standing are prerequisites for this course.

### Course objectives

Business and marketing textbooks have traditionally focused on large, established organizations. This course, instead, will expose students to new entrepreneurial firms and their associated practices, activities that allow them to operate in uncertain and turbulent environments. Gaining an understanding of the role of opportunities and their evaluation, students will possess the tools necessary to identify promising new ventures. Additionally, students will be introduced to funding and marketing principles well suited to the unique characteristics of challenging environments, providing them with an array of activities to operate successfully.

This course directs students to apply expert entrepreneurial (effectual) methods in an effort to develop new ventures. The focus will be to develop skills that will help students better understand aspects of defining a new venture concept, starting and successfully building a new venture.

### Grading

Cases / Participation	30 points
Two Examinations (20 points each)	40 points
Group Project	15 points
Final Examination	15 points
<b>Total</b>	<b>100 points</b>

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

### Course materials and textbooks:

- Timmons, Jeffrey A., Spinelli, Stephen (2016). New Venture Creation: Entrepreneurship for the 21<sup>st</sup> Century. (10<sup>th</sup>ed.). New York, NY: McGraw-Hill, Publishers.

- Schindehutte, M., Morris, M. H., Pitt, L. P. (2009). Rethinking Marketing: The Entrepreneurial Imperative. Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13 # 978-0-13-239389-8

Other various articles and Internet sites will also be utilized.

## Business Ethics and Corporate Social Responsibility

### Course Description

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

### Course objectives

- Understand a range of social, political, and ethical issues facing society, businesses, and individuals.
- Explain the reasons for government regulation and intervention and understand the nature of soft law and its implementation in the context of sustainability.
- Develop skills and frameworks to analyze ethical dilemmas.
- Explain the role of a leader in creating a culture of integrity in an organization.
- For a substantive ethical business issue, propose a sustainable course of action that considers the interest of stakeholders.
- Acquire and implement a stakeholder approach in managing business, developing strategies and plans of action and solving issues and crises in business environment.
- Understand and be able to implement the concepts of corporate responsibility, sustainability, shared value, sustainable value and social enterprise model.
- Develop competencies to understand implementation of UNPRME, UNGC, GRI and other relevant frameworks in the business context with a particular accent to the role of business in achieving the SD goals for 20130.

### Grading

The student's final grade will be earned through completion of each of the following:

Participation/Discussions	10%
Group work – Case Simulation	10%
Quizzes 12x5	60%
Group Assignment – Case analysis	10%
Final Group Assignment-Aim2Flourish	10%
<b>Total</b>	<b>100%</b>



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

**Course materials and textbooks:**

- Stanwick, P.A. & Stanwick, S.D.(2016), Understanding Business Ethics, Third Edition, ISBN 978-1-5063-0323-9, Sage.
- COURSERA: New Models of Business in Society, Edward R. Freeman, University of Virginia

**Additional SUGGESTED resources:**

- Student website which accompanies the text [study.sagepub.com/stanwick3e](http://study.sagepub.com/stanwick3e)
- COURSERA: The Age of Sustainable Development, Jeffrey Sachs, Columbia University

## Operations Management

### Course Description

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

### Course objectives

- Students will improve their decision-making in order to implement productivity improvements using competitive strategy.
- Students will understand and be able to discuss the important role of quality and its implementation in today's business organizations
- Students will discuss and implement simple design decisions related to product & service design, product reliability, process selection, capacity planning, facility layout, and location planning.
- Students will understand the roles of inventories and basics of managing inventories in various demand settings.

### Grading

Following is how performance is evaluated for this course:

Homework I	5%
Homework II	5%
Homework III	5%
Online quizzes	10%
Exam I	25%
Exam II	25%
Exam III	25%
<b>Total</b>	<b>100%</b>

**Class format:** Class hours 1.5 Lab hours 1.5

### Course materials and textbooks:

Heizer, L. and B. Render, Operations Management: Sustainability and Supply Chain Management, 11th Global Edition, Pearson Education Inc., 2014.

## Intro to Psychology

### Course Description

The course aims to introduce students to the guiding principles of psychology and its methodology. The course provides an overview of basic concepts, theories, and research methods in psychology. Topics include thinking critically with psychological science; neuroscience and behavior; sensation and perception; learning; memory; thinking, language, and intelligence; motivation and emotion; personality; psychological disorders and therapy; and social psychology.

### Goals of the Course

The main goal of the course is to introduce students to the field of psychology, its basic concepts, theories, research methods, and contributions to the understanding of human behavior. Moreover, the goal is to teach students to think as scientists and learn to apply introductory principles, concepts, and terms to everyday life, and to develop critical thinking and problem-solving skills as they relate to the application of psychology and its principles. Finally, the goal is to provide a foundation that will enable students to understand and benefit from advanced courses in psychology.

### Course Learning Outcomes

By the end of the course, students should be able to understand core concepts and controversies covered in the course, as well as relationships between individuals, the environment, cognition, and behavior. Moreover, students should demonstrate the ability to think critically about theories and research in psychology and to demonstrate effective written communication skills.

### Grading

Exams (3 exams x 20)	60 points
Research Report	20 points
Group presentation	10 points
Active Class Participation	10 points
<b>Total</b>	<b>100 points</b>

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

### Course materials and textbooks

- Myers, D.G. & De Waal N. C. (2018). *Psychology (12<sup>th</sup> Edition)*. New York: Worth Publishers.

A selection of reading from various sources will be made available by instructor on MyCourses and through the Wallace Library at RIT.

## 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) 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
<b>Total</b>	<b>100 points</b>

**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 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) 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
<b>Total</b>	<b>100 points</b>

**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 Russian I

### Course Description

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

### Course objectives

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

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

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

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

### Grading

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
<b>Total</b>	<b>100 points</b>

**Class format:** Class hours 2, Lab hours 1



**Course materials and textbooks:**

- Golosa, Pearson New International Edition by Richard Robin et al., Fifth edition
- „Golosa“ –Student Activity Book
- „Golosa“ – CDs

## 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) 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
<b>Total</b>	<b>100 points</b>

**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 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
<b>Total</b>	<b>100 points</b>

**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

## Exporting and Global Sourcing

### Course Description

The practice of international business is detailed-oriented and complex as cross-border trade and investment is subject to various market forces and government regulations. In this course students will study the issues of compliance, risk assessment, sources of international information, logistical complexities and intermediaries, and international payments and financing. The course will develop students with the necessary knowledge base and skills to become successful in the practice of cross border transactions.

### Course objectives

By the end of the course, students should be able to ...

- Identify, access and apply information relevant to international trade and financing
- Identify and manage international trade and financing intermediaries
- Identify and manage compliance and documentation
- Identify and manage international trade and financing risk

### Grading

The course grade will be made up of the following graded items:

Mid-term exam 1	20%
Mid-term exam 2	20%
Homework / Project	20%
Participation	10%
Attendance	10%
Final exam	20%
<b>Total</b>	<b>100%</b>

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

**Class format:** Class hours 3, in-person or online

### Course materials and textbooks

The course assigns readings from various Import-Export textbooks available electronically on RIT library, in particular:

- Th. A. Cook & K. Raia (2017): *Mastering Import & Export Management*, 3<sup>rd</sup> ed.
- A. Grath (2014): *The Handbook of International Trade and Finance*, 3<sup>rd</sup> ed.
- J. Reuvid and J. Sherlock (2011): *International Trade: An Essential Guide to the Principles and Practice of Export*.

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Other reading and learning material from books, articles, and web sites (e.g. <https://globaledge.msu.edu/> and <https://www.export.gov> and others) as assigned on *myCourses* or distributed by handout.

## Professional Communication

### Course Description

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

### Course Objectives

The student who has successfully completed the course will demonstrate the ability to communicate professionally and effectively in a variety of settings and contexts, including:

- Oral presentations, including use of PowerPoint
- Writing targeted professional documents, including memos, e-mails, letters, and reports
- Critical listening and nonverbal communication scenarios group exercises and projects
- Planning and conducting meetings and recording minutes of meetings

The student will develop the ability:

- To use clear, concise, and grammatically correct language and appropriate formats in a variety of documents,
- To select, organize, and deliver information in businesslike and professional presentations, and
- To contribute to team performance and to participate productively in meetings.

### Grading

Mid-term review Quiz	15%
Informative or persuasive presentation	15%
Group presentation	20%
Writing	35%
Final Exam	10%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

ESSENTIALS OF BUSINESS COMMUNICATION, Mary Ellen Guffey, 8th edition, Thomson- Southwestern.



## Global Marketing

### Course Description

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

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

### Course Objectives

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

### Learning outcomes

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

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

## Grading

Quizzes	15%
Tests (20% + 20% + 20%)	60%
Group	20%
In-class assignments	5%
<b>Total</b>	<b>100%</b>

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

## Course materials and textbooks:

- Hollensen, S. (2014) Global Marketing, 6th ed. Harlow, Pearson Education Limited.
- Hollensen, S. (2017) Global Marketing, 7th ed. Harlow, Pearson Education Limited.

## Themes in American Literature

### Course Description

*Themes in American Literature* provides a multidisciplinary perspective to discussions on the United States' history and literature and an introduction to literary texts covering the period between the early decades of the 19<sup>th</sup> century and the post-World War II period. The major aim of this course is to clarify, demystify, and critically probe the complex socio-political and economic contexts that have shaped the American culture and identity from the first settlers' presence in the New World until today.

### 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 develop an awareness of the correlation between literary and cultural artifacts, and their social and cultural contexts
- To become familiar with scholarly and popular debates over literary canons, critical analysis, and cultural studies

### Learning outcomes

On successful completion of the course the students will be able to:

- skillfully apply their analytical skills through reading, discussion, and writing,
- connect literary genres and the underlying reasons for their development,
- confidently use the skills, principles, and terminology of literary interpretation
- apply critical thinking skills to poetry analyses
- become aware of the importance of grammar, punctuation, and style
- apply research skills and integrate key findings into coherent literary analyses and reviews

### Grading

Quiz	10 points
A poem analysis	20 points
A crime story	20 points
A literary review	20 points
A presentation	10 points
Participation/Homework/Attendance	20 points
<b>Total:</b>	<b>100 points</b>

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

### Course materials and textbooks:

- Washington Irving: *The Legend of Sleepy Hollow*.

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- Edgar Allan Poe: *The Murders in the Rue Morgue, The Purloined Letter*
- Ralph Waldo Emerson: *Essays (selected)*
- Henry David Thoreau: *Walden (selected chapters)*
- Walt Whitman: *Song of Myself, Out of the Cradle, Crossing Brooklyn Ferry*
- Frederick Douglass: *Narrative of the Life of Frederick Douglass*
- Mark Twain: *The Celebrated Jumping Frog of Calaveras County, The £ 1,000,000 Bank-Note*
- Emily Dickinson: *Poems*
- Jack London: *Stories of Adventure*
- Stephen Crane: *The Monster, The Open Boat*
- Ernest Hemingway: *Hills like White Elephants, The killers*
- James Thurber: *The Secret Life of Walter Mitty*
- William Carlos Williams: *Poems*
- W.H. Auden: *Poems*
- Tennessee Williams: *The Glass Menagerie*
- Isaac Asimov: *The Nightfall*
- Art Spiegelman: *Maus*
- Kurt Vonnegut: *All the King's Horses*
- Don de Lillo: *The Angel Esmeralda*
- Jeffrey Eugenides: *Baster*
- Deborah Eisenberg, *Twilight of the Superheroes: Stories*

## 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) 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
<b>Total</b>	<b>100 points</b>

**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 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) 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
<b>Total</b>	<b>100 points</b>

**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 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

## **Additional books**

- Giocare con la letteratura, by Carlo Guastalla, Alma Edizioni, Firenze
- Pro e contro 1/2, conversare e argomentare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, libro dello studente, Bonacci editore, seconda edizione, Roma, 1999
- Pro e contro, conversare e argomentare in italiano, Pazit Barki e Pierangela Diadori, livello intermedio, guida per l'insegnante, Bonacci editore, seconda edizione, Roma, 1999



## Intermediate 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) 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
<b>Total</b>	<b>100 points</b>

**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 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
<b>Total</b>	<b>100 points</b>

**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

## Intermediate Russian II

### Course Description

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

### Course Objectives

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

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

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

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

## Grading

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
<b>Total</b>	<b>100 points</b>

**Class format:** Class hours 2, Lab hours 1

## Course materials and textbooks:

- Golosa, Pearson New International Edition by Richard Robin et al., Fifth edition
- „Golosa“ –Student Activity Book
- „Golosa“ – CDs

## Positive Psychology

### Course Description

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

### Course Objectives

The primary aim of this course is to provide students new knowledge about Positive Psychology as the discipline of thriving and flourishing. Also how to understand the concept of progressive, life-long realization of potential as human beings who can "stretch" and grow.

Secondary objective is to examine the three main questions: (1) "what does it mean to live a pleasant life"? (2) "what does it mean to live an engaged (full) life"?, and (3) "what does it mean to live a meaningful life". Also how to be able to develop a zest for living a virtuous, satisfying, and meaningful life!

### Learning Outcomes

By the end of the course, students should be able to understand the aim and scope of positive psychology. Understand the distinction between positive psychology principles and other theoretical principles of psychology. Acquire insight into their own strengths and virtues and learn strategies to increase their happiness and overall quality of life. Develop an understanding of the dimensions of subjective well-being and the application to their lives. Comprehend research that supports the principles, strategies, and skills of positive psychology.

## Grading

The following categories will determine your grade:

Written Assignments – Active Participation Exercise	40 points
Quizzes (2 quizzes) (2 x 20)	40 points
Active Class Participation	20 points
<b>Total</b>	<b>100 points</b>

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

## Course materials and textbooks:

A selection of readings from various sources on MyCourses including:

- Special issue of the American Psychologist (2000), v. 55 (1).
- Seligman, M. & Peterson, C. (2004) Character strengths and virtues: A handbook and classification. (e-book available through Wallace Library)
- Peterson, C. (2006) A Primer in Positive Psychology - selected readings
- Snyder, C. R. & Lopez, S. (2009). The Oxford Handbook of Positive Psychology, Oxford: Oxford University Press.



# **YEAR 4 – COURSE DESCRIPTIONS**

## Global Entry and Competition Strategies

### Course Description

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

### Course objectives

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

To these end students will learn to:

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

### Grading

Group Project – Part I	15%
Presentation – Part I	5%
Exam I	20%
Group Project - Part II	15%
Presentation – Part II	5%
Exam II	20%
Exam III	20%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

- Peng, M. Global Strategic Management, 3rd Ed., South-Western Cengage Learning, 2014.
- Ghemawat, P. Aggregation, Arbitrage, Adaptation Strategies (Harvard).
- Handouts and readings will be made available to students throughout the semester.

## Personality

### Course Description

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

### Course objectives and learning outcomes

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

### Grading

Portfolio personality	45%
Personality case study	10%
Exam I	15%
Exam II	15%
Exam III	15%
<b>Total</b>	<b>100%</b>

### Class format:

Class hours 3 Lab hours 0

### Course materials and textbooks

- Friedman & Schustack (2010). Personality: Classic Theories and Modern Research, 5th Ed.
- Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.



## Scientific Inquiries 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.

## Consumer Behavior

### Course Description

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

### Course objectives and learning outcomes

After completing this course, students should:

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

### Grading

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

Tests (20% each)	60%
Seminar (team)	5%
Homework (5% each)	20%
Final project (team)	15%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

- Solomon, M. (2015) Consumer Behavior, Buying, Having and Being, 11<sup>th</sup> Global edition, Pearson (Library, Publisher, Amazon)

ALTERNATIVE: Solomon, M. R. (2010). Consumer behaviour: A European perspective. Pearson education (Library, Publisher, Amazon)

- Widing, R. E., Sheth, J. N., Pulendran, S., Mittal, B., & Newman, B. I. (2003). Customer behaviour: consumer behaviour and beyond. Thomson Learning (Library, Publisher, Amazon) - poglavlja 3, 14, 17, 18 i 19

ALTERNATIVE: Sheth, J. N., Mittal, B., & Newman, B. I. (1999). Customer behavior: Consumer behavior and beyond. South Western Educational Publishing (Library, Publisher, Amazon)

Additional reading materials in class.

## Advertising and Promotion Management

### Course Description

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

### Course objectives and learning outcomes

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

By course completion, students will be able to:

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

### Grading

Quizzes	15%
Tests (20% + 20% + 10%)	50%
Group project	30%
Brief	5%
<b>Total</b>	<b>100%</b>

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



**Course materials and textbooks:**

- Moriarty, S., Mitchell, N. D. and Wells, W.D. (2014) Advertising & IMC: Principles and Practice, 10th ed., Pearson.
- Smithz, PR and Zook, Z. (2016) Marketing Communications: Offline and Online Integration, Engagement and Analytics, 6th. ed., Kogan Page.

## Financial Management II

### Course Description

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

### Course objectives

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

### Grading

Exam 1	23%
Exam 2	22%
Exam 3	23%
Discussion forums	12%
Homeworks	20%
<b>Total</b>	<b>100%</b>

The instructor reserves the right to add or subtract as much as 2% based on students's exceptional participation, answers to random "cold-calling" throughout the course and in-class conduct (a neutral performance will lead to no adjustment).

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

### Course materials and textbooks:

Brigham, Houston: Fundamentals of Financial Management, 15th ed., South-Western Cengage Learning. (selected chapters)

Lecture notes will be downloadable from the MyCourses Website. Readings will be provided in class.

## Intermediate Investments

### Course Description

This course delivers a rigorous study of financial instruments (stocks, bonds, and derivatives), as well as the modern theory of portfolio management and its applications. The course covers portfolio construction, asset pricing models, and mutual fund analysis.

Security valuation and management of investment strategies are major topics present throughout the course. A fundamental objective of the course is to enable students to gain a robust familiarity with approaches that can be used in the analysis of broad classes of financial assets and markets. Such skills are indispensable to investment analysis in an economic environment characterized by an unprecedented amount of financial innovation, both in creation of new securities and in development and evolution of financial institutions.

### Course objectives

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

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

### Grading

Exam 1	22%
Exam 2	22%
Exam 3	22%
Homework	22%
Team project	10%
Market conditions report	2%
<b>Total</b>	<b>100%</b>

The instructor reserves the right to add or subtract as much as 2% based on student's exceptional participation, answers to random "cold-calling" throughout the course and in-class conduct (a neutral performance will lead to no adjustment).

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

### Course materials and textbooks:

Bodie, Z., Kane, A., and Marcus, A: Essentials of Investments, 11th ed., McGraw-Hill, Irwin.

## HR Management

### Course Description

This course is an introduction to the basic concepts in human resource management (HRM), with an emphasis on developing HRM skills that are important to any manager, not only to those who plan to work in the HRM functional area. It is not intended to prepare one to be a human resource specialist, but rather aims to provide one with an overview of human resource management and the context in which it operates.

### Course Objectives

The course emphasizes experiential learning and interactive discussions, in order to provide a level of learning beyond simple content knowledge in the HRM field. Upon completion of the course students will be able to understand, critically assess and apply appropriate techniques of managing employees in an organization, including a full circle of planning, recruiting, selecting, training, monitoring performance, managing compensation and managing their careers. Instructional methods will include readings, weekly assignments such as discussions, case analyses, short and long essays and similar.

### Grading

Weekly assignments	50%
HRM Project in four parts	40%
Peer Review of HRM Project	10%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

Phillips, J., & Gully, S. (2014). *Human Resource Management*. Mason, OH: Cengage Learning.

Additional readings will be distributed in class.

## Organizational Effectiveness Skills

### Course Description

This course is focused on analyzing and improving skills of individuals in pursuing effective and efficient completion of business tasks. At its essence, the course will focus on developing a set of skills that is most often used in business environment, hence the name Managerial skills, but the same set of skills can be applied to numerous other life situations, from sports to personal relationships in order to facilitate better outcomes.

Every individual has some innate capabilities that predispose him to excel better in some areas or tasks than in others. Rarely an individual possesses a high level of competence in numerous skills that everyday management practice requires. The purpose of this course is to help students upgrade their level of competence across different managerial skills needed to succeed in challenging and ever-changing contemporary business environment.

### Course objectives and learning outcomes

This course aims to introduce students to various skills required in today's business landscape. Next to introducing different skills required within the business landscape, students will assess their level of proficiency with respect to each skill and they will be exposed to scenario exercises and case study analyses in order to develop and learn the skills in which they need to excel.

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

- Increase personal awareness of their emotional intelligence, personal values and moral maturity, cognitive style and orientation toward change.
- Cope with stress, eliminate stressors and develop resiliency.
- Increase proficiency in analytical problem solving, enhance creativity and foster innovation.
- Avoid defensiveness and disconfirmation in interpersonal relationships and build supportive relationships even when delivering negative feedback.
- Enhance personal and positional power, use influence appropriately to accomplish task and neutralize inappropriate influence attempts.
- Diagnose work performance problems and foster a motivating work environment.
- Identify the focus and source of conflicts and utilize appropriate conflict management strategies.
- Empower others through effective delegation of tasks.
- Diagnose and facilitate team development and team leadership.
- Develop the capability to lead positive change.

**Grading**

Portfolio analysis of personal managerial skills (Part I)	17,5%
Portfolio analysis of personal managerial skills (Part II)	20%
Portfolio analysis of personal managerial skills (Part II)	17,5%
Exam I	15%
Exam II	15%
Exam III	15%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks**

Whetten D. A. and Cameron K. S., Developing Management Skills, Global Edition, 9th Edition, Pearson Education Limited, 2016.

Additional material distributed in class and/or via MyCourses

## Cost accounting

### Course Description

This course examines the concepts and procedures underlying the development of a cost accounting system for managerial decisions, cost control, and performance reporting. Cost accounting can have a direct impact on product pricing, managing a growing business, generating a bottom-line profit, and creating value for the company and its customers. Traditional cost accounting and new cost accounting management models are explored and contrasted. There is emphasis on management systems, which play a proactive role in planning, managing, and reducing costs. Topics include cost measurement and cost control; cost-volume-profit analysis; job costing; activity-based costing; tools for planning and control; master budgeting and responsibility accounting; flexible budgeting and variance analysis; management control systems; inventory costing, management, and capacity analysis; cost information for decision making; relevant information; pricing decisions; cost management; strategic profitability analysis; cost allocation and revenues; measurement and control of overhead costs; and revenues and sales variances.

### Course objectives and learning outcomes

- Comprehend the typical framework and constituent role(s) of organizational cost accounting functions;
- Demonstrate a reasoned awareness of how key cost accounting 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 cost structure;
- Appreciate notable behavioral, ethical and social factors associated with the provision of accounting/finance information; and
- Critically evaluate the effectiveness of 'traditional' cost accounting/finance approaches - **and** assess current research and possible future developments.

### Grading

Class work (6x4 points)	24 points
Case study X2	16 points
Examination #1	20 points
Examination #2	20 points
Final Exam	20 points
<b>Total</b>	<b>100 points</b>

**Class format:** Class hours 3

**Course materials and textbooks**

Datar, S., M., Rajan, M., V., (2018), Horngren's Cost Accounting – Managerial Edition, 6<sup>th</sup> (*Global*) Edition, Pearson Education Limited.

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



## Strategic Management (capstone course)

### Course Description

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

### Course objectives

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

Upon completing this course students will learn to:

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

### Grading

Exam I and II (30% each)	60%
Exam III	20%
Business Case Analysis - write-up	10%
Business Case Analysis – discussion	10%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

Grant, Robert M., Contemporary Strategy Analysis – Text and Cases, 9<sup>th</sup> Edition, John Wiley & Sons Ltd, 2016.

## Digital Marketing

### Course Description

For obvious reasons the internet has become a key technology for the practice of marketing. Internet marketing is the process of building and maintaining customer relationships through on-line activities to facilitate exchange of ideas, products and services that satisfy the goals of both customers and sellers. Internet marketing is a critical component of an organization's overall strategy.

The course focuses on the tactics and strategies that enable marketers to fully leverage the internet. Topics include the overall internet marketing landscape, technologies, customer segmenting and targeting, search, analytics and emerging internet-marketing platforms. The course will include 40% lecture to discuss the basic concepts and theories and 60% hands-on exercises, web-surfing and learning activities that shows application of the theories.

### Course objectives and Learning Outcomes

This course aims to introduce students with the marketing strategies and programs marketers apply in the context of internet marketing.

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

- Explain how the internet and digital technology offer benefits and challenges to consumers, business, marketers, governments and society.
- Understand the fundamentals of internet marketing and the online marketplace.
- Demonstrate the ability to design and analyze internet advertising and promotional strategies and tactics.
- Develop an understanding of the Web 2.0 marketing strategies and tactics.

### Grading

In-class assignments	35%
Group projects	35%
Homework	30%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

- Stokes, R. (2018) eMarketing: The essential guide to marketing in a digital world. 6th ed. The Red & Yellow Creative School of Business.
- Ryan, D. (2017) Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation. 4th ed. KoganPage.

## Professional Selling

### Course Description

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

### Course objectives

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

### Learning outcomes

By course completion, students will be able to:

- Discuss the buying behavior of professional buyers (customers), organizations, and internal customers.
- Explain and apply relationship management and partnering techniques with the customer – both externally and internally.
- Apply strategies for generating leads and prospecting, which includes: the pre-approach; achieving and maintaining credibility; probing; qualifying; needs assessments; technical assessments; writing the proposal; making the presentation; making the presentation; handling objections; negotiating; closing the sale; follow-up and follow-through; identifying key accounts writing the key account plan; and team selling.
- Apply a self-management process, including: diagnosis, prognosis, objectives, strategy, tactics, and control.
- Apply ethical and legal issues, international issues, and career management with respect to professional selling.
- Demonstrate confidence in her/his competence.

### Grading

Tests (20% + 20% + 15%)	55%
Group project	15%
Homework (15% + 15%)	30%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks:**

- Ingram, LaForge, Avila, Schwepker and Williams (2014) **Sell 4** (4th ed.). Cengage Learning

Or

- Ingram, LaForge, Avila, Schwepker and Williams (2017) **Sell 5** (5<sup>th</sup> ed.). Cengage Learning
- Ingram, LaForge, Avila, Schwepker and Williams (2007) Professional Selling: A Trust-Based Approach, 4th ed. Cengage Learning (ALTERNATIVE)

## Advanced Corporate Financial Planning

### Course Description

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

### Course objectives

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

### Grading

Exam 1	30%
Exam 2	30%
Exam 3	20%
Team project	20%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

- Brigham, Houston: *Fundamentals of Financial Management*, 14th ed., South-Western Cengage Learning. (selected chapters)
- Damodaran, A., *Damodaran on Valuation*, 2<sup>nd</sup> ed., Wiley Finance, 2006, ISBN 978-0-471-75121-2. (selected chapters)

Additional material distributed in class and/or via MyCourses

## Finance in a Global Environment

### Course Description

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

### Course objectives

Specifically, the course will cover:

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

### Grading

3 Exams (23% each)	69%
Quizzes	10%
Team project	10%
Write-up	6%
Case analysis	5%
<b>Total</b>	<b>100%</b>

Instructor reserves the right to add or subtract as much as +/-2% based on student's participation, answers to random "cold-calling" throughout the course and in-class conduct (a neutral performance will lead to no adjustment at all).

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

### Course materials and textbooks:

Eiteman, K., Stonehill, I., Moffett, M. H., Multinational Business Finance, 14th ed., Pearson

Additional material distributed in class and/or via MyCourses

## Leading High-Performance Teams

### Course Description

This is a course on leading high-performing (HP) teams. The purpose of this course is to provide you the knowledge and skills to both lead and participate in HP teams. Taught in an experiential, team-based format, this class focuses on leading teams and developing strong team dynamics.

### Course Objectives

By the end of semester, you should be able to:

- Recognize and describe critical characteristics of HP and dysfunctional teams.
- Understand how contextual factors, actions of leaders, and interactions of team members affect the viability and effectiveness of a team.
- Identify appropriate strategies to improve team functioning and performance.
- Execute a team project and analyze the effectiveness of the team, as well as outline strategies for how to improve the team in future efforts.

### Grading & Evaluation:

Following is how performance is evaluated for this course:

Quizzes (4 x 5%)	20%
Leader Report	20%
Case Study Analysis	15%
Individual team member report	20%
Final Course Project	25%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks

#### REQUIRED TEXTS AND READINGS

**Levi, D. (2016), "Group Dynamics for Teams", 5<sup>th</sup> ed, SAGE Publications**

Optional:

Northouse, Peter G., *Leadership: Theory and Practice*, 7<sup>th</sup> Edition, Sage 2016.

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Handouts and readings will be made available to students throughout the semester by the instructor.

Additional material distributed in class and/or via MyCourses



## Design Thinking and Concept Development

### Course Description

This course explores design thinking as a methodology for innovation and problem solving in business settings. Design Thinking is readily used by some of the world's most successful companies and organizations of all profiles, in the private and the public sector alike. It's defining features are user-centricity, co-creation, common sense and a soft-yet-robust framework that, when applied correctly, allows for rapid and more economical innovation compared to traditional approaches to innovation. The course is strongly focused on the practical application of the method and will provide the student with valuable innovation-generating skills when seeking future employment.

### Course objectives and learning outcomes

To enable the student to understand and acquire basic understanding of design thinking tools and techniques, and successfully apply them to a real-world business situation.

By completing course requirements, students will:

- Learn and acquire basic knowledge of the design thinking concept and its theoretical framework
- Apply commonly used design thinking tools and techniques to a real-world situation.
- Acquire an innovation that can be applied in a real-world business setting.

### Grading

Preliminary research	10%
Research project – Part I	15%
Presentation – Part I	5%
Research project – Part II	15%
Presentation – Part II	5%
Research project – Part III	15%
Presentation – Part III	5%
Research project – Part IV	15%
Presentation – Part IV	5%
Presentation – Final	10%
<b>Total</b>	<b>100%</b>

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

## **Course materials and textbooks:**

- Brown, T. Change by Design: How Design Thinking transforms organizations and inspires innovation, HarperCollins Publishers, 2009
- Liedtka, J.; Ogilvie, T. Designing for Growth. Columbia Business School, 2011.
- Liedtka, J. Ogilvie, T., Brozenske, R.: The Designing for Growth Field Book.

## 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): 30 pts

- Two quizzes: 60 pts
- Final presentation: 10 pts

## **Class format:**

Class hours 3

## **Course materials and textbooks:**

Excerpts from the following resources will be given as a reading material:

Meta-ethical theories:

- Th. Nagel, *What does it all mean?*
- 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*
- T. M. Scanlon, *What do We Owe to Each Other*

Additional online sources:

- Stanford Encyclopedia of Philosophy
- Films, series, audio-visual material.

## Industrial and Organizational Psychology

### Course Description

Industrial and organizational (I/O) psychology is a branch of psychology that is largely directed at applying psychological principles and theories to the workplace. Being concerned with both a good job performance and the wellbeing of the worker, this course deals with personnel (often termed also industrial) and organizational psychology. The topics thus range from career choice, assessment of individual differences in the workplace and performance appraisal at work, to work motivation, job satisfaction, and more organizational topics such as leadership and teamwork. Work organizations in the contemporary world are increasingly multicultural determined so the course will deal also with the cross-cultural perspective to industrial and organizational psychology.

### Course objectives and learning outcomes

- Think critically about theories in I/O psychology and their application in the workplace.
- Gain practical knowledge and experience of different methods and instruments of psychological assessment in the workplace.
- Gain knowledge of different areas of I/O psychology that largely connect to human resource management, including selection process and assessment of (potential) workers, job analysis and job performance evaluation.
- Acquire understanding of different areas of I/O psychology that importantly determine social and relational processes and elements in the organization; these being the employees work motivation, their satisfaction with the work and their occupational health and wellbeing.
- Gain insight and basic understanding into some of the highly relevant processes for contemporary organizations, such as leadership, teamwork and group processes, and organizational climate and culture.
- Critically examine issues around workplace diversity, justice and fairness in a dynamic, globalised and largely multicultural work settings.

### Grading system

Applied 3-stage I/O project (I/O portfolio)	30 points
Exams (3 exams x 20 points)	60 points
Active learning assignment (review of an empirical article)	10 points
<b>Total</b>	<b>100 points</b>

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

**Literature:**

- Levy, P. (2013). Industrial Organizational Psychology (4th edition)
- Landy & Conte (2013). Work in the 21st Century. An Introduction to Industrial and Organizational Psychology (4th edition)

A selection of reading from various sources will be made available by instructor on MyCourses and through the Wallace Library at RIT.

## Literature, Culture, and Media

### Course Description

*Literature, Culture, and Media* provides a cross-cultural perspective to the critical analyses of fictional and non-fictional production as well as films. The purpose of this course is to explore how literature can be used as a window into the changing cultural landscape and political intricacies, as well as political propaganda. The course will take a historical and anthropological approach to discussions on gender, race, ethnicity, equality, immigration, and identity.

### 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

On successful completion of the course the students will be able to

- skillfully apply their analytical skills through reading, discussion, and writing,
- critically evaluate literary texts, cultural artifacts, and critical/analytical essays on these subjects,
- correlate literary and cultural artifacts and their social and cultural contexts,
- connect literary genres and the underlying reasons for their development,
- successfully use the skills, principles, and terminology of literary interpretation
- apply research skills and integrate key findings into coherent literary analyses and research papers

### Grading

Primers	20 points
Weekly assignments	20 points
Quiz	10 points
Media projects	30 points
Participation/Homework/Attendance	20 points
<b>Total</b>	<b>100 points</b>

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

**Course materials:**

**Required texts and resources:**

- David Lodge: *Changing Places*
- Bill Bryson: *I am a Stranger Here Myself*
- Francis Scott Fitzgerald: *The Great Gatsby*
- Philip Roth: *The Plot Against America*
- James Baldwin: *Go Tell it on the Mountain*
- Nathaniel Hawthorne: *The Scarlet Letter*
- Harper Lee: *To Kill a Mocking Bird*
- Margaret Atwood: *A Handmaid's Tale*
- Sylvia Plath: *The Bell Jar*
- Douglas Coupland: *Generation X*
- Bao Ninh: *The Sorrow of War*
- Vinge: *True Names*

**Required films:**

- Dennie Gordon's *What Every Girl Wants*
- Phil Alden Robinson's *The Field of Dreams*
- Woody Allen's *Radio Days*
- Ava DuVernay *Selma*
- Frank Capra *It's a Wonderful Life*
- Clint Eastwood's *Pale Rider*
- Francois Truffaut's *Fahrenheit 451*
- Nicholas Ray's *Rebel Without a Cause*
- John Hughes's *The Breakfast Club*
- Oliver Stone's *Platoon*
- James Cameron's *The Terminator*