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

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

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

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

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

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

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

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

IB Graduation requirements

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

- A Cumulative Grade Point Average (GPA) of 2.00
- Satisfactory completion of the Capstone Course
- Completion of 124 credits for the B.S. degree (240 ECTS for the
  - Croatian four-year degree)
- Satisfactory completion and grade for the required co-ops in duration of 800 working hours
- A completed Application for Graduation returned to Student Services
- A completed “Statistički list” form returned to Student Services
- No outstanding library dues
- Full payment or satisfactory adjustment of all financial obligations

**Graduation with Honors**

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

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

5. **DEGREES UPON COMPLETION OF THE STUDIES**

RIT Croatia is the only educational institution in Croatia granting two degrees: an American degree from RIT and a Croatian degree from RIT Croatia. Upon successful completion of the four-year program in 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) međunardnog poslovanja. In order to receive a Croatian degree from RIT Croatia students must have either a high school diploma issued by a Croatian high school or a high school diploma recognized by the Ministry of Science, Education and Sports of the Republic of Croatia.
6. **PROGRAM OUTCOMES**

Students majoring in 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.

All students must also complete a cooperative education experience in a duration of 800 working hours.
7. LIST OF COURSES WITH ASSIGNED CREDITS (class and credit hours) and ECTS POINTS PER SEMESTER/YEAR LEVEL

YEAR 1

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**YEAR 4**

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<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>Staša Puškarić</td>
</tr>
<tr>
<td>MKTG-350</td>
<td>Consumer Behavior</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Nina Antičić</td>
</tr>
<tr>
<td>MKTG-370</td>
<td>Advertising and Promotion Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Nikola Drašković</td>
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<tr>
<td>FINC-352</td>
<td>Financial Management II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Iva Ćondić-Jurkić</td>
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<td>FINC-362</td>
<td>Intermediate Investments</td>
<td>3</td>
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<tr>
<td>MGMT-380</td>
<td>HR Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<td>Maja Vidović</td>
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<tr>
<td>MGMT-320</td>
<td>Organizational Effectiveness Skills</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Maja Vidović</td>
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</table>

### SPRING 4

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Name</th>
<th>Class Hours</th>
<th>Lab Hours</th>
<th>Credit Hours</th>
<th>ECTS</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>MGMT-560</td>
<td>Strategic Management (capstone course)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Milivoj Marković</td>
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<tr>
<td>ENGL-210</td>
<td>Literature, Culture, and Media</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Evelina Miščin, Ana Gudelj</td>
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<tr>
<td>PSYC-223</td>
<td>Cognitive Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Ana Havelka Mestrovic</td>
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<tr>
<td>PHIL-401</td>
<td>Great Thinkers</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Luka Boršić</td>
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<tr>
<td>MKTG-320</td>
<td>Internet Marketing</td>
<td>3</td>
<td>0</td>
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<td>6</td>
<td>Colin Mitchel</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Contact Hours</td>
<td>Units</td>
<td>Instructor(s)</td>
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<td>--------------</td>
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<tr>
<td>MKTG-360</td>
<td>Professional Selling</td>
<td>3</td>
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<td>3</td>
<td>6</td>
<td>Nina Antičić</td>
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<tr>
<td>FINC-430</td>
<td>Advanced Corporate Financial Planning</td>
<td>3</td>
<td>0</td>
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<td>FINC-420</td>
<td>Finance in a Global Environment</td>
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<td>MGMT-310</td>
<td>Leading High-Performance Teams</td>
<td>3</td>
<td>0</td>
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<tr>
<td>MGMT-330</td>
<td>Design Thinking and Concept Development</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>Miroslav Kosovic</td>
</tr>
</tbody>
</table>
YEAR 1 – COURSE DESCRIPTIONS
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
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<tr>
<td>Short assignments</td>
<td>15 %</td>
</tr>
<tr>
<td>Business idea</td>
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</tr>
<tr>
<td>Quizzes</td>
<td>15 %</td>
</tr>
<tr>
<td>Exam</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Group Project</td>
<td>6%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance, Participation</td>
<td>14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks

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

- Walther, Larry M., (current edition) Principles of Accounting, Utah State University

Other various articles and Internet sites and audiovisual 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.
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

Practice Exam 1 30%
Practice Exam 2 30%
Practice Exam 3 30%
Group Project 10%
Total 100%

Class format: Class hours 0 Lab hours 1

Course materials and textbooks:

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.
# RIT Croatia

## Grading

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment I</td>
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</tr>
<tr>
<td>Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Punctuation Test</td>
<td>10</td>
</tr>
<tr>
<td>Paper I Draft</td>
<td>10</td>
</tr>
<tr>
<td>Paper I Peer Review</td>
<td>5</td>
</tr>
<tr>
<td>Paper I Final</td>
<td>10</td>
</tr>
<tr>
<td>Reading Assignment II</td>
<td>5</td>
</tr>
<tr>
<td>Writing Assignment I</td>
<td>5</td>
</tr>
<tr>
<td>Reading Assignment III</td>
<td>5</td>
</tr>
<tr>
<td>Writing Assignment II</td>
<td>5</td>
</tr>
<tr>
<td>Paper II Draft</td>
<td>10</td>
</tr>
<tr>
<td>Paper II Peer Review</td>
<td>5</td>
</tr>
<tr>
<td>Paper II Final</td>
<td>10</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>5</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

**Course materials and textbooks:**

**Required texts and resources:**

**Suggested texts and resources:**
Course Description

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

Course objectives

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

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

Learning outcomes

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

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>First Test</td>
<td>(30 points).</td>
<td>week 5</td>
</tr>
<tr>
<td>Midterm</td>
<td>(30 points).</td>
<td>week 10</td>
</tr>
<tr>
<td>Final test</td>
<td>(30 points).</td>
<td>week 16</td>
</tr>
<tr>
<td>Attendance</td>
<td>(10 points).</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
<td></td>
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</table>

The A-F letter grade is computed according to the standard 100% system: A = 91-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59.
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


Computer packages  Using spreadsheet – Excel
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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25% of grade</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25% of grade</td>
</tr>
<tr>
<td>Teamwork organizing production</td>
<td>5% of grade</td>
</tr>
<tr>
<td>In class assignments and homework's</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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</table>
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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

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
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.
Class format: 4 classes per week

Course materials and textbooks:

Required texts and resources:

Suggested texts and resources:
Course Description

This course introduces students to some of the major problems, methods and insights of philosophy with readings from both classical and contemporary sources (Plato, Descartes, Thomas Aquinas, Dostoevsky, et al.) and detailed discussions. The focus of Introduction to Philosophy is primarily not on finding definite answers on hard questions, but rather on formulating the questions and understanding the method of answering them; because these questions enlarge our conception of what is possible, enrich our intellectual imagination and diminish the dogmatic assurance which closes the mind against speculation.

Course Objectives

The course aims to introduce analytical and creative thinking in general rather than a survey of philosophical disciplines, their methods, doctrines and leading ideas. Instead of trying to give an all-embracing account of different forms philosophy has assumed throughout its long history we shall focus on several characteristic examples illustrating how classical and modern thinkers formulate their questions and how they grapple with their issues in contrast to ordinary, religious and scientific consciousness.

In addition, the course will provide a preliminary orientation about the notion of philosophical argument, its various forms and the ways arguments should be analyzed.

Learning outcomes:

The main expected outcomes of this course are:

- to become skillful in reading and interpreting philosophical texts (rightly considered as belonging to the category of the most complex intellectual products);
- to become familiar with major philosophical problems and the methods of handling them;
- to be able to adopt "philosophical attitude" as an elevated form of human curiosity and resistance to any kind of dogmatism.

Grading

- 2 Exams 35 pts
- Research Project 35 pts
- Class participation (active participation in class discussions and writing comments on class material) 30 pts
Class format

Class hours 3 Lab hours 0

Course materials and textbooks:

Reading philosophical texts is very different from reading a novel or a newspaper article. Quickness and quantity in reading do not value in philosophy as much as proper understanding of the problems, good insight into the questions and an awareness of different interpretive possibilities. Thus, it is always better to read less material thoroughly than to cover more readings superficially. Careful reading takes time and requires concentration.

The course material consists of the following elements:

- The collection of reading materials available on line in Mycourses. The collection includes the following texts:
  - Descartes, *Meditations* (selection)
  - D. Chalmers, *The Matrix as Metaphysics*
  - Paul, “Hymn of love”
  - Plato, *Symposium* (selection)
  - J. Lear, *Freud* (selection)
  - Anselm, *Proslogion* (selection)
  - Th. Aquinas, *Summa theologiae* (selection)
  - Th. Nagel, *What does it all mean?* (selection)
  - B. Libet, “Do we have free will?”

- Additional online sources:
  - RIT Databases (Wallace Library)
  - Stanford Encyclopedia of Philosophy
  - Classical Texts on the Internet (www.classics.mit.edu)

- Films.
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>In-class exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Homework – 2 (5% each)</td>
<td>10%</td>
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<tr>
<td>Group project</td>
<td>40%</td>
</tr>
<tr>
<td>Tests (15% each)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class work</td>
<td>8x3 points</td>
</tr>
<tr>
<td>Case study</td>
<td>16 points</td>
</tr>
<tr>
<td>Examination #1</td>
<td>20 points</td>
</tr>
<tr>
<td>Examination #2</td>
<td>20 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

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

**Course materials and textbooks:**

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


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

Calculator: each student must have their own electronic calculator. A financial calculator is preferable for any business course, but any four-function calculator will be acceptable.
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% of grade  
Exam 1 = 25% of grade  
Quiz 2 = 15% of grade  
FINAL EXAM = 25 % of grade  
In class assignments & homework = 15% of grade  
Final course project = 5% of grade  
Total = 100 %

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 10th 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.
Course Description

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

Course objectives

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

Learning outcomes

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

Grading

First Test (30 points), week 5,
Midterm (30 points), week 10
Final test (30 points), week 16,
Attendance (10 points).
TOTAL 100 points

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:


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

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

Course materials and textbooks:


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 %
Individual Homework (5+10+10) 25 %
Team Homework 5 %
Total 100 %

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies Written/Oral</td>
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</tr>
<tr>
<td>Written Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks: MyCourses
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 ( 30 % each) 90%
In-class exercises 10%
Total 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:


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. The statistical software MINITAB is used to reinforce these principles and to introduce the use of technology in statistical analysis. This is a general introductory statistics course and is intended for a broad range of programs. Note: This course may not be taken for credit if credit is to be earned in STAT-205. (MATH-101 College Algebra or equivalent) Class 3, Credit 3 (F, S, Su)

Goals of the Course:

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

Learning outcomes

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

Grading

First Test 30 points
Midterm 30 points
Final test 30 points
Attendance 10 points

TOTAL 100 points

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

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

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

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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30%</td>
</tr>
<tr>
<td>Team Project</td>
<td>45%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Class format:  Class hours  3  Lab hours 0

Course materials and textbooks:

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

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

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

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

Grading
The following categories will determine your grade:

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

Class format: Class hours 2  Lab hours 2

Course materials and textbooks:
PLAZAS, Lugar de encuentros, Robert Hershberger, Susan Navey-Davis, Guiomar Borrás Álvarez, Fifth edition, HEINLE CENGAGE Learning

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

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

Class format: Class hours 2  Lab hours 2
Course materials and textbooks:

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

Course Description

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

Course objectives

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

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

Learning Outcomes

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

Grading

The following categories will determine your grade:

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

Course materials and textbooks:


Additional books

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

Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze

Ecco! Grammatica italiana - Claudio Manella - Progetto Lingua Firenze

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

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

ALMA Edizioni, 2000

Cinema italiano, impararel'italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, EdizioneRedux
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
- TOTAL: 100 points

Class format: Class hours 2  Lab hours 2
Course materials and textbooks:

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

„Golosa“ – Student Activity Book

„Golosa“ - CDs
Beginning French I

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

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

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

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

Grading
The following categories will determine your grade:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (3 quizzes) (3 x 20)</td>
<td>60</td>
</tr>
<tr>
<td>Oral In-class Examination (2 x 5)</td>
<td>10</td>
</tr>
<tr>
<td>Final Oral Exam</td>
<td>10</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Class format:**  Class hours 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. Jennpin, M. Léon-Dufour, B. Teyssier, Hachette, 2004*
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
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</tr>
<tr>
<td>Quizzes (best 5 scores out of 7)</td>
<td>20%</td>
</tr>
<tr>
<td>Short Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Team OB project</td>
<td>30%</td>
</tr>
<tr>
<td>Group presentations of Final papers</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0 / online

Course Description

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

Course objectives

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

Learning outcomes

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

Grading

First Test (30 points), week 5,
Midterm (30 points), week 10
Final test (30 points), week 15,
Attendance (10 points).

Total 100

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:


Agresti and Franklin, Statistics, The Art and Science of Learning from Data, Pearson
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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Resume Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Cover Letter Assignment</td>
<td>15</td>
</tr>
<tr>
<td>LinkedIn profile Assignment</td>
<td>15</td>
</tr>
<tr>
<td>Hit List of Employers Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Career Goals Paper</td>
<td>20</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**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.
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:

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

<table>
<thead>
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<tr>
<td>Short proposal</td>
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<td>Summary</td>
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<td>Working Bibliography</td>
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<tr>
<td>Annotated Bibliography</td>
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<tr>
<td>Draft</td>
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<tr>
<td>Presentation</td>
<td>15</td>
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<tr>
<td>Final draft</td>
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<tr>
<td>Participation/Homework</td>
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<tr>
<td>Attendance</td>
<td>10</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
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</table>

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

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

**Course materials and textbooks:**

Beginning Spanish II

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

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

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

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

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

Class format: Class hours 2  Lab hours 2

Course materials and textbooks:

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

Additional books: Keith Chambers; Beginner's Spanish Grammar; teach Yourself Books (or any other grammar of the Spanish language
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
TOTAL 100 points

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

DEUTSCH HEUTE, Premium Website
Additional books
German College Dictionary, Harper-Collins, Second Edition (or any other dictionary of the German language)
Grammar of the German language
http://dict.tu-chemnitz.de/ (Beolingus-Your Online Dictionary)
Course Description

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

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</tbody>
</table>

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:


Additional books

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

Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze

Ecco! Grammatica italiana - Claudio Manella - Progetto Lingua Firenze

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

Cantachetipassa, 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
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.

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<tr>
<td>Final Oral Exam</td>
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<tr>
<td>Class Absences and Class Participation</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

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

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

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

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

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

Class format: Class hours 2 Lab hours 2
Course materials and textbooks:

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

Horizons, Workbook/Lab Manual—available online via QUIA

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

Additional course material:

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

YEAR 3 – COURSE DESCRIPTIONS
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

A. Quizzes 15%
B. Tests 60% (20% + 20% + 20%)
C. Group project 20%
D. In-class assignments 5%
TOTAL 100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams (3 exams x 20)</td>
<td>60</td>
</tr>
<tr>
<td>Research Report</td>
<td>20</td>
</tr>
<tr>
<td>Group presentation</td>
<td>10</td>
</tr>
<tr>
<td>Active Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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</tbody>
</table>
Class format: Class hours 3 Lab hours 0

Course materials and textbooks


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

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

Class format: Class hours 2  Lab hours 1
Course materials and textbooks:


Additional books

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

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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Class format:** Class hours 2  Lab hours 1

**Course materials and textbooks:**

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


*Crescendo*, Workbook/Lab Manual and Audio CDs

**Additional books**

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


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

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

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Class format: Class hours 2  Lab hours 1

Course materials and textbooks:

- KALEIDOSKOP, Eighth Edition, Premium Website

Additional books


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

http://dict.tu-chemnitz.de/
http://wordreference.com/
Intermediate 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.

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</table>

TOTAL 100 points
Class format: Class hours 2  Lab hours 1

Course materials and textbooks:
„Golosa“ – Student Activity Book
„Golosa“ – CDs
Intermediate French I

Course Description

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

Course objectives

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

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

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

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

Grading

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

Class format: Class hours 2 Lab hours 1
Course materials and textbooks:

**Bravo!**. Eight edition, Muyskens, Harlow, Vialet, Brière

**Bravo!**, Student Activities Manual, , Muyskens, Harlow, Vialet, Brière

*Additional books*

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

**Les 500 Exercices de grammaire A2** - Hachette, 2006

**Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne**

**Grammaire essentielle du français niveaux A1 A2** - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015

**Edito 1** (méthode de français et cahier d'activités) – Marie-Pierre Baylocq 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
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term review Quiz</td>
<td>15%</td>
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<tr>
<td>Informative or persuasive presentation</td>
<td>15%</td>
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<tr>
<td>Group presentation</td>
<td>20%</td>
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<tr>
<td>Writing</td>
<td>35%</td>
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<td>Final Exam</td>
<td>10%</td>
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</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:
ESSSENTIALS OF BUSINESS COMMUNICATION, Mary Ellen Guffey, 8th edition, Thomson- Southwestern.
Course Description

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

Course objectives

- Students will improve their decision-making in order to implement productivity improvements using competitive strategy.
- Students will understand and be able to discuss the important role of quality and its implementation in today's business organizations.
- Students will discuss and implement simple design decisions related to product & service design, product reliability, process selection, capacity planning, facility layout, and location planning.
- Students will 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    8%
 Homework I    9%
 Homework I    8%
 Exam 1        25%
 Exam 2        25%
 Exam 3        25%
 Total:        100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:
Exposing 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:

<table>
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<tr>
<th>Weight</th>
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<tbody>
<tr>
<td>Mid-term exam 1</td>
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<td>Mid-term exam 2</td>
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<tr>
<td>Homework / Project</td>
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<td>Participation</td>
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Total points translate to letter grades per the usual scale: 100-90.0 % = A, 89.9-80.0 % = B, 79.9-70.0 % = C; 69.9-60.0 % = D; 59.9 % and lower = F.

Class format: Class hours 3, Lab hours 0

Course materials and textbooks

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

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.
Busines 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 2030.

Grading

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

- Test 1 25 points
- Test 2 25 points
- Case presentation 10 points
- Simulation 10 points
- Final Project 20 points
- Participation 10 points
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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)
- COURSERA: The Age of Sustainable Development, Jeffrey Sachs, Columbia University
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.

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Class format: Class hours 2 Lab hours 1

Course materials and textbooks:


Additional books

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

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

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Class format: Class hours 2  Lab hours 1
Course materials and textbooks:


*Crescendo*, Workbook/Lab Manual and Audio CDs


Additional books

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

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

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

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Class format: Class hours 2  Lab hours 1
Course materials and textbooks:

- KALEIDOSKOP, Eighth Edition, Premium Website

Additional books


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

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

http://wordreference.com/
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.

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

Class format: Class hours 2  Lab hours 1

Course materials and textbooks:

„Golosa“ – Student Activity Book
„Golosa“ – CDs
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.

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Class format: Class hours 2 Lab hours 1
Course materials and textbooks:

Bravo!. Eight edition, Muyskens, Harlow, Vialet, Brière

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Additional books

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

Les 500 Exercices de grammaire A2 – Hachette, 2006


Grammaire essentielle du français niveaux A1 A2 - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015

Edito 1 (méthode de français et cahier d’activités) – Marie-Pierre Baylocq Sassobre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016

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

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<tbody>
<tr>
<td>Cases / Participation</td>
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<tr>
<td>Two Examinations (23 points each)</td>
<td>46</td>
</tr>
<tr>
<td>Group Project</td>
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<td>Final Examination</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
**Class format:** Class hours 3  Lab hours 0

**Course materials and textbooks:**


Other various articles and Internet sites will also be utilized.
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 19th 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Quiz</td>
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<td>A poem analysis</td>
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<td>A crime story</td>
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<td>A literary review</td>
<td>20</td>
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<td>A presentation</td>
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<td>Participation/Homework/Attendance</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>
Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

Washington Irving: *The Legend of Sleepy Hollow.*

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*
Social Psychology

Course Description
This course explores topics related to behaviors and mental processes of individuals in social situations. Topics include: methodology, social perception, social cognition, the self, attitudes, prejudice, attraction, social influence, pro-social behavior, aggression, and behavior in groups.

Course activities include lecture, class demonstrations, and assignments. The flavor of the course is experiential and applications-oriented.

Course Objectives

1. Develop an understanding of the major theories of social psychology, its methodology and experimental underpinnings.
2. Learn about the cognitive processes underlying social behavior.
3. Examine the mechanisms of pressure to conform to other people's opinions and behavior.
4. Discuss the sources and mechanisms of social influence on others.
5. Discover the origins of our “social self”.
6. Analyze interpersonal relationships including stereotypes, prejudice, aggression, and altruism.
7. Critically evaluate our ability to reduce socially problematic attitudes and behaviors like stereotypes, prejudice, and aggression.
8. Enhance your abilities to express ideas clearly in written and spoken form, and to think critically about your own and others’ ideas.

Learning Outcomes

The student will be able to:

1. Identify major people, concepts, and theoretical models covered in the course.
2. Discuss major concepts in social cognition (how we think about the social world) and social perception (how we perceive and understand ourselves and others).
3. Explain sources of attitudes, stereotypes, and prejudices including possible ways of reducing stereotypes and prejudice.
4. Explain interpersonal attraction including internal, external and interactive determinants of attraction.
5. Demonstrate understanding of social influence including conformity, compliance, and obedience.
6. Discuss sources and functions of aggression and prosocial behavior (altruism).
7. Use the language of the discipline of Psychology in the area of social psychology with clarity and precision in classroom discussions and, when appropriate, apply the current edition of the APA style to written communications.

8. Demonstrate the ability to think critically about important issues in the area of social psychology through exams, classroom discussions, and projects.

**Grading**

- 40 points = Exams
- 40 points = Final Exam
- 20 points = Research Report
- 25 points = Presentation
- 125 points = TOTAL

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<th>Grade</th>
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<th>Grade</th>
<th>Percentage Earned</th>
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<td>C-</td>
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</table>

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

**Course materials and textbooks:**

YEAR 4 – COURSE DESCRIPTIONS
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 - Module I 15%
Presentation – Module I 5%
Exam I 20%
Group Project - Module II 15%
Presentation – Module II 5%
Exam II 20%
Exam III 20%
Total 100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

3. Handouts and readings will be made available to students throughout the semester.
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
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 %
Group project ............................................. 10 %
Homework (10% each) ................................. 30 %
TOTAL .................................................. 100 %

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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; 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 \[15\%\]
Homeworks \[(15\% + 15\%) = 30\%\]
TOTAL \[100\%\]

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** (5th ed.). Cengage Learning

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.

Specifically, the course will cover:

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

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>75%</td>
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<tr>
<td>In-class exercises</td>
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<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

I reserve the right to add or subtract as much as 2% based on your 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:**


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 25%
Exam 2 25%
Exam 3 25%
Homework 12%
In-class exercises 6%
Team project 7%
Total 100%

I reserve the right to add or subtract as much as 2% based on your 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:

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 %
Total 100%

Class format: Class hours 3 Lab hours 0 / online

Course materials and textbooks:


Additional readings will be distributed in class.
Leading High-Performance Teams

Course Description

Tasks are managed but people require authentic and inspiring leadership. It sets the successful business people apart. Successful leaders are celebrated for their ingenuity and competitiveness, while leaders with ethical shortcomings are vilified for all that is wrong with business. We tend to think of famous people when we think of leadership, but is leadership restricted to a select few? More importantly, what is leadership? Are leaders born or made? What separates successful and unsuccessful leaders?

In this course, we will consider these and other questions by considering leadership as a social scientific field. That is, we will study leadership by examining scientifically validated theories and research that will enable us to help separate fact from fiction. We will explore the character, personal attributes and behaviors of effective leaders in organizations.

Course objectives and learning outcomes

The objective of this course is for students to develop their leadership skills and know how that will support effective and efficient completion of entrusted business tasks. Students will learn about major impediments to effective leadership behavior and approaches on how to cope with them. The knowledge and skills acquired throughout this course will have a much wider appeal than purely within the business landscape.

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

This course aims to improve students understanding of the concepts, principles, problems, and practices of leadership. After completing this course, you should be able to:

- Identify and demonstrate your understanding of the nature and importance of leadership.
- Identify and discuss the importance of leadership theories.
- Discuss leadership development, succession of leaders, why a leader needs to be a good follower.
- Identify and discuss the pitfalls leaders face, including team dynamics.
- Understand cross-cultural leadership differences.
- Explain the need for a leader to serve the role of a coach and a mentor within global organizations.
- Discuss exchange-based relationships that reward followers.
- Acknowledge the importance and characteristics of leadership in small business and entrepreneurship.
- Recognize the effects of charisma on motivating employees.
- Explain the need for trust and the effect it has on organizations.
- Understand the need for leadership to motivate, and bring a company to higher level.
Discuss how a leader attracts the right human capital.

Grading & Evaluation:

Following is how performance is evaluated for this course:

<table>
<thead>
<tr>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam I</td>
</tr>
<tr>
<td>Exam II</td>
</tr>
<tr>
<td>Case Study Analysis</td>
</tr>
<tr>
<td>Assignments &amp; participation</td>
</tr>
<tr>
<td>Final Course Project</td>
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<tr>
<td>Exam III</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks

REQUIRED TEXTS AND READINGS

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

Optional:

   


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

Additional material distributed in class and/or via MyCourses
Course Description

This course will introduce core issues, theories, and experimental findings in cognitive psychology. Topics to be covered include perception, attention, memory, imagery, language, learning, reasoning, problem solving, and expertise. The format will include lecture, class activities, and in-class discussion. The goal of the course is for you to develop a deep understanding of cognitive theories, concepts, and their applications.

Course objectives and learning outcomes
In line with the American Psychological Association’s (APA) Introductory Psychology Initiative (2019), in the Cognitive Psychology course, students are expected to:
1. Describe the historical development of cognitive psychology.
2. Recognize and explain major terms and concepts in cognitive psychology.
3. Explain how different methods of cognitive research can be used as tools to understand mental processes
4. Describe the working of basic cognitive functions from an information processing perspective
5. Discuss the classic experimental findings relating to various cognitive processes such as attention and consciousness, perception, memory, imagery, language, thinking, problem solving and creativity, decision-making, and metacognition.
6. For the above processes, compare and contrast alternative theories or approaches in terms of their underlying processes and performance predictions
7. Generate and explain examples that demonstrate or test theories or concepts within various cognitive domains
8. Explain the various neuroscience measures (CT scans, PET scans, fMRI’s) and how they are used to provide evidence for cognitive theories.
9. Apply theories or findings to real world situations and to one’s own cognitive processes

Grading system

<table>
<thead>
<tr>
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<tr>
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<td>Group Presentation</td>
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<tr>
<td>3 Exams (Week 5, Week 10, Week 15)</td>
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<td>20% (25 points) each</td>
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</table>

Class format: Class hours 3 Lab hours 0

Literature:
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  60% (30% each)
Exam III       20%
Business Case Analysis - write-up 10%
Business Case Analysis – discussion 10%
Total possible: 100%

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

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

<table>
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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>In-class assignments</td>
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<tr>
<td>Group projects</td>
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<tr>
<td>Homework</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

Class Format: Class hours 3 Lab hours 0

Course Materials and Textbooks:


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 social media, in order to maximize communication effectiveness.
Grading

<table>
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<tr>
<th>Component</th>
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<tr>
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<tr>
<td>Group project</td>
<td>30%</td>
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<tr>
<td>Brief</td>
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</tbody>
</table>

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

**Course materials and textbooks:**


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

<table>
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<th>Component</th>
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<td>Quiz</td>
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<tr>
<td>Media projects</td>
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<tr>
<td>Participation/Homework/Attendance</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
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</table>

**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*
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Team project</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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%
Total 100%

The 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
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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio analysis of personal managerial skills (Part I)</td>
<td>17,5%</td>
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<tr>
<td>Portfolio analysis of personal managerial skills (Part II)</td>
<td>20%</td>
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<tr>
<td>Portfolio analysis of personal managerial skills (Part II)</td>
<td>17,5%</td>
</tr>
<tr>
<td>Exam I</td>
<td>15%</td>
</tr>
<tr>
<td>Exam II</td>
<td>15%</td>
</tr>
<tr>
<td>Exam III</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

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

**Course materials and textbooks**


Additional material distributed in class and/or via MyCourses
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
Total 100

Class format: Class hours 3, Lab hours 0

Course materials and textbooks:
PHIL-401 Great Thinkers

Course Description

The “Great Thinkers” course presents an examination of the thought of some of those philosophers who have been most influential in the history of ideas. An attempt is made to cover in some depth the works of one or more of these great thinkers. The student will begin to recognize the enduring nature of some of our most pressing problems, as well as the intellectual foundation of proposed solutions.

Course objectives

- To acquaint the student with some of the major philosophers’ views.
- To help the student develop the habit of careful analysis and critical evaluation of his and her own, as well as other peoples’ ideas, hypotheses and ideas.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To help the student become aware of some of the philosophical assumptions he ordinarily makes.
- To encourage the student to examine those assumptions critically in light of the reasons or evidence that could be offered both for and against them.
- To make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them.
- To encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives.

Learning Outcomes

Upon completion of this course, the students will be:

- more competent in analyzing and evaluating their beliefs;
- more critically aware of basic assumptions guiding their thoughts and actions;
- more critically aware of philosophical assumptions they ordinarily make;
- better prepared to examine those assumptions critically;
- more critically aware of alternative assumptions and approaches;
- better prepared to develop a reasonable coherent views of themselves in relation to other people and to the world;
- better acquainted with some of the major philosophers.

A more general education goals supported by this course:

- Provide students anywhere in the University with a course that fulfills one of the Liberal Arts core requirements.
- Ability to reason critically and creatively.
- Understanding and appreciation of diverse social and cultural perspectives.
Ability to reason about ethical and value issues and to relate that reasoning to the student’s judgments and practices.

Understanding and proficiency in writing, as well as in oral, visual, and nonverbal forms of communication.

Understanding the connections among humanistic, professional and technical studies.

Ability to create, interpret, and evaluate artistic expression and to understand the aesthetic dimensions of other forms of expression and experience.

**Course Materials**

- A selection of primary and secondary texts for each class is posted on mycourses.

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

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Two reflection essays 2 x 32 pts</td>
<td>64 pts</td>
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<tr>
<td>Final essay (analytical essay)</td>
<td>16 pts</td>
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<tr>
<td>Class participation</td>
<td>20 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 pts</td>
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