

**RIT CROATIA PROGRAM OUTLINE – ACADEMIC YEAR 2021/2022**

**PROGRAM TITLE:** HOSPITALITY AND TOURISM MANAGEMENT

**TYPE OF PROGRAM:** Undergraduate professional program

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

**TOTAL NUMBER OF ECTS:** 240

**SCIENTIFIC AREA:** Social Science

**SCIENTIFIC FIELD:** Economics

**EFFECTIVE FOR:** Students enrolled in AY 2021/22

## 1. ENROLLMENT CRITERIA

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

Application process:

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

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

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

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

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

- Any degree-seeking undergraduate student whose Term Grade Point Average falls below a 2.00 (C average) and for whom suspension is not applicable will be placed on probation.
- Any student who is on probation and who is not removed from probation in the two succeeding terms (including summer session) in which credit is attempted will be suspended from RIT Croatia for a period of one calendar year.

- Any student whose Term Grade Point Average falls below 1.00 will be suspended from RIT Croatia. Students will be able to return the following academic year; in the same term they were suspended.
- A suspended student cannot enroll in any credit or non-credit course at the university while on suspension. This also includes co-ops.
- A suspended student may not be admitted to another program while suspended.
- In special circumstances, a suspended student may apply in writing to the Associate Dean for Academic Affairs for a suspension waiver. This waiver request will be evaluated by the Associate Dean and the academic advisers before submission of the request to the Dean. This waiver must be approved by the Dean of the College.

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

### 3. TRANSFER PROCEDURE

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

### 4. GRADUATION REQUIREMENT

HTM Graduation requirements

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

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

#### Graduation with Honors

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

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

## 5. DEGREES UPON COMPLETION OF THE STUDIES

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

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

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

## 6. LIST OF OTHER STUDY PROGRAMS FROM WHICH THE ECTS POINTS COULD BE EARNED

Web and Mobile Computing Dubrovnik

Web and Mobile Computing Zagreb

International Business

## 7. PROGRAM LEARNING OUTCOMES

### Discipline Specific Learning Outcomes

1. Demonstrate comprehensive knowledge of Hospitality and Tourism Management (HTM) operations
a. Explain Food & Beverage sequence operations
b. Describe and apply Hospitality and Tourism Management concepts in an operational context
c. Effectively work as a team member within Hospitality and Tourism Management operations

2. Develop leadership and managerial skills within a global and multicultural environment
a. Critically analyze and demonstrate leadership & mgmt strategies
b. Identify and explain leadership concepts and models.

c. Demonstrate knowledge of how leadership models are applied to improve organizational performance within a global and multicultural environment.

3. Apply technology to operations within the HTM industry

a. Explain the impact of technology on operations within the HTM industry.

b. Evaluate and use data to solve HTM operations problems

c. Use information technology to manage and develop operations in HTM industry.

4. Apply financial tools within the HTM industry

a. Describe the steps of the accounting cycle as the basis of accounting systems

b. Explain financial statements, including the income statement, balance sheet and statement of

c. Use financial information to appraise business decisions within the HTM industry

d. Create and analyze financial statements within the HTM industry

e. Forecast costs and revenues, and evaluate budgets within the HTM industry

## General Education Learning Outcomes

COMM1	Use standard American English in common college-level written forms and in presentations.
COMM2	Interpret information and ideas accessed through reading
CRTHINK1	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
CRTHINK2	Analyze and construct arguments considering their premises, assumptions, contexts, and conclusions, and anticipate counterarguments, in order to reach sound conclusions based on logical analysis of evidence.
Artistic	Interpret and evaluate artistic expression considering the cultural context in which it was created
Ethical	Identify contemporary ethical questions and relevant positions
Global	Examine connections among the world's populations
Math	Interpret, apply and evaluate mathematical or statistical information
Natural Science	Apply methods of scientific inquiry and problem solving to contemporary issues and scientific questions

Scientific Principles	Apply basic principles and concepts of one of the natural sciences
Social	Analyze similarities and differences in human social experiences and evaluate the consequences

## 8. LIST OF COURSES

### Fall Semester

Course no.	Course Name	Credits	ECTS
<b>YEAR 1</b>			
HSPT-225	HTM Fundamentals	3	6
ACCT-110	Financial Accounting	3	6
MGMT-101	Business 1	3	5
UWRT-100	Critical Reading and Writing	3	5
MATH-101	College Algebra	3	5
YOPS-010	RIT 365: RIT Connections	0	0

### YEAR 2

STAT-145	Introduction to Statistics I	3	5
SOCI-102	Foundations of Sociology	3	5
MKTG-230	Principles of Marketing	3	6
ECON-101	Principles of Microeconomics	3	5
MGMT-035	Careers in Business	0	0

#### CHOOSE 1 LANGUAGE COURSE BELOW:

MLGR-201	Beginning German I	4	5
MLIT-201	Beginning Italian I	4	5
MLSP-201	Beginning Spanish I	4	5
MLFR-201	Beginning French I	4	5
MLRU-201	Beginning Russian I	4	5

### YEAR 3

MGMT-215	Organizational Behavior	3	6
HSPT-375	Customer Experience Management	3	6
ENGL-210	Literature, Culture and Media (WI)	3	5
HSPT-335	Food and Beverage Management	3	6

#### CHOOSE 1 OF THE FOLLOWING OPTIONS:

##### OPTION 1: LANGUAGE IMMERSION (MUST)

MLSP-301	Intermediate Spanish 1	3	4
MLFR-301	Intermediate French 1	3	4
MLIT-301	Intermediate Italian 1	3	4
MLRU-301	Intermediate Russian 1	3	4
MLGR-301	Intermediate German 1	3	4

OR

##### OPTION 2: ANTHROPOLOGY IMMERSION

ANTH-210	ANTH-1: Cultures in Globalization	3	5
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### YEAR 4

MGMT-560	Strategic Management	3	6
ENVS-151	Scientific Inq	3	5
COMM-253	Communication (WI)	3	5
HSPT-444	Meeting and Event Management	3	6
FREE-XXX	ANTH-3: Glob Econ n Grass or FREE	3	5

#### ELECTIVE COURSES

HSPT-372	Hosp Entrein the Global Economy	3	5
HSPT-374	Hosp Enter Management and Growth	3	5
HSPT-377	Hosp Luxury Operations Design	3	5
HSPT-376	Hosp Luxury Service Excellence	3	5
HRDE-380	Human Resources Management	3	6
ANTH-350	Global Economy and Grassroots	3	5

### Spring Semester

Course no.	Course Name	Credits	ECTS
<b>YEAR 1</b>			
HSPT-155	Food and Travel	3	6
ACCT-210	Management Accounting	3	6
MGMT-102	Business 2	3	5
UWRT-100	Writing Seminar	3	5
MATH-161	Applied Calculus	4	5

STAT-146	Introduction to Statistics II	4	5
FINC-220	Financial Management	3	6
INTB-225	Global Business Environment	3	6
ECON-201	Principles of Macroeconomics	3	5

#### CHOOSE 1 LANGUAGE COURSE BELOW:

MLGR-202	Beginning German II	4	5
MLIT-202	Beginning Italian II	4	5
MLSP-202	Beginning Spanish II	4	5
MLFR-202	Beginning French II	4	5
MLRU-202	Beginning Russian II	4	5

	Co-op 1	0	12
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DECS-310	Operations Management	3	6
ENVS-150	Ecology of Dalmatian Coast	4	5
HSPT-315	Lodging Ops, Analytics & Mgmt	3	6
HSPT-XXX	FREE: HSPT-372 Hosp Enter Mngmt	3	5

#### CHOOSE 1 OF THE FOLLOWING OPTIONS:

##### OPTION 1: LANGUAGE IMMERSION (MUST)

MLSP-302	Intermediate Spanish 2	3	4
MLFR-302	Intermediate French 2	3	4
MLIT-302	Intermediate Italian 2	3	4
MLRU-302	Intermediate Russian 2	3	4
MLGR-302	Intermediate German 2	3	4

OR

##### OPTION 2: ANTHROPOLOGY IMMERSION

ANTH-380	ANTH-2: Nationalism and Identity	3	5
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	Co-op 2	0	12
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MGMT-340	Business Ethics	3	6
MGIS-130	Info Systems	3	6
HSPT-490	Senior Project (WI)	3	6
NUTRI-215	Contemporary Nutrition	3	6
FREE-XXX	Free Elective	3	5

# **YEAR 1 – COURSE DESCRIPTIONS**

## Critical Reading and Writing

### Course description

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

### Course objectives

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

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

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

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

### Learning outcomes

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

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

## Grading

Paper 1: Descriptive Essay	10%
Paper 2: Critical Response Essay	15%
Paper 3: Persuasive essay	15%
Essay test on class readings	15%
Pop quizzes on readings	5%
Vocabulary Quizzes	10%
Grammar quiz	5%
Final portfolio and reflection	10%
Class Participation	15%
<b>Total</b>	<b>100%</b>

**Class format:** 50 min lesson three times a week

## Course materials and textbooks:

**The Course Packet (CP)** should be purchased from the library and brought to every class meeting. Additional texts will be posted online and distributed in class as appropriate.

Lunsford, A. A. (2010). *The St. Martin's Handbook*. Boston, MA: Bedford/St. Martin's.

### Suggested texts and resources:

Anker, S. (2010). *Real Writing with Readings*. Boston, MA: Bedford/St. Martin's.

Scarry, S., & Scarry, J. (2011). *The Writer's Workplace with Readings. Building College Writing Skills*. Boston, MA: Wadsworth.

VanderMey, R., Meyer, V., Van Rys, J., & Sebranek, P. (2012). *The College Writer: A Guide to Thinking, Writing, and Researching*. Boston, MA: Wadsworth.

**Other recommended resources:** <https://owl.english.purdue.edu/owl/>

## Hospitality and Tourism Management Fundamentals

### Course Description and objectives

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

### Learning outcomes

- Characterize and define the key components of the industry including lodging, food & beverage, and entertainment industries in terms of their interdependencies, organizational charts, and performance metrics.
- Identify and distinguish among the key industry participants and their impact in each major segment of the industry such as lodging, food and beverage, and entertainment.
- Describe the global nature of the industry and the impact on businesses of global economies and travel.
- Explain the key trends in technology and its impact on hospitality and tourism operations.
- Recognize and explain various career paths available in the industry.

### Grading

Individual assignments	10%
Exam 1	35%
Team Assignment Project	10%
Final Exam	35%
Class Participation	10%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

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

## College Algebra

### Course Description

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

### Course objectives

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

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

### Learning outcomes

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

### Grading

Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	24%
Homework	12%

Class Participation	4%
<b>Total</b>	100%

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

**Course materials and textbooks:**

- Stitz and Zeager, College Algebra, 3th edition, Lulu.com <http://www.stitz-zeager.com/>
- Harshbarger and Reynolds, Mathematical Applications for the Management, Life, and Social Sciences, International Edition 10e, ISBN-13: 9781133108481 / ISBN-10: 1133108482
- Blitzer, Algebra and Coordinate Geometry, Prentice Hall, Upper Saddle River, NJ.
- Larson and Hostetler, Algebra and Trigonometry, Brooks/Cole, Pacific Grove, CA.
- Spiegel and Moyer, College Algebra, McGraw Hill, Schaum's Outline

Computer packages    Using spreadsheet – Excel

## RIT 365: RIT Connections

### Course Description

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

### Learning Outcomes:

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

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

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

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

**Course materials/resources:**

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

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

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

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

## Financial Accounting

### Course Description

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

### Course objectives

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

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

### Grading

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

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

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

**Course Materials and textbooks:**

- Readings will be posted on myCourses. A reading packet is not required. The primary sources of reading material are:
- Wild, John J., (2006) *Financial Accounting: Information for Decisions*, McGraw-Hill/Irwin, New York, NY: Fourth Edition

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.

## Business 1: Ideas and Business Planning

### Course Description

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

### Learning outcomes

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

### Grading

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

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

### Course materials and textbooks:

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

## Food and Travel

### Course Description

This course introduces students to the concept of food in the hospitality and service industry as representative of a location's culture and values. The course analyzes the existing and emerging client base and delves deeply into the topic of trends and opportunities based on food and beverage. Students will examine the importance of service chains and new product development. In addition to examining the final product and the accompanying service chain, the course will examine basics associated with producing meals; namely, food preparation methods, quality standards, food presentation, professionalism in food preparation and service, sanitation and safety processes in commercial kitchens, kitchen and restaurant organization and roles, and food service styles. Students completing this course will develop an understanding of how to function effectively in a kitchen or restaurant environment.

### Course Objectives

- Upon completion of this course a successful student should be able to:
- Identify and describe fundamental elements of the food/travel concept and its connection to destination image, identity and marketing.
- Demonstrate competency to apply food knowledge in effective marketing approaches directed at attracting travelers with national/regional/local food offerings, complete with the appropriate plating and garnishing.
- Identify, examine and differentiate between historic, economic, geographic, and environmental factors influencing food-based travel choices.
- Apply knowledge of food and beverage to list, differentiate and explain significant national foods and their ingredients and beverages.
- Identify and explain key geographic dimensions of food, beverages, quality standards for food ingredients, and food processing.
- Analyze and explain the food service chain concept within various service styles used in food and beverage outlets.
- Identify and explain compliance aspects related to food production/distribution/sanitation.

### Grading

Exam 1	Key course topics, concepts, discussions tested	20
Exam 2	Key course topics, concepts, discussions tested	20
Team Project	Full business plan including Team Contract, Business Description, Market Research, Marketing Plan, Management & Operations, and Financial Plan.	30
Team Project Presentation	Delivered in front of external professionals	20
Class participation	Including 360° review	10
	TOTAL POINTS	100

**Recommended textbook and/or class readings:**

- C. Korsmeyer, ed. (2005). The Taste Culture Reader: Experiencing Food and Drink
- M. Bittman, J. Oseland (2012). Food Lover's Guide to the World: Experience the Great Global Cuisines
- Page (2021) Food Americana: The Remarkable People and Incredible Stories behind America's Favorite Dishes (Humor, Entertainment, and Pop Culture)
- Bourdain, Woolever (2021) World Travel: An Irreverent Guide, 2021
- Food is Culture by Massimo Montanari
- Various other resources (articles and magazines) may be posted

## Writing Seminar

### Course Description

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

### Course objectives

Students will:

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

### Grading:

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

### Literature

Lester, James D. *et al. Writing Research Papers: A Complete Guide*. 14<sup>th</sup>ed. Pearson: 2012.

## Business 2: Business Planning and Professional Development

### Course Description

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

### Course objectives

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

### Grading

Tests (20% each)	40%
Team project	30%
Team presentation	20%
Class participation	10%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

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

## Management Accounting

### Course Description

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

### Course objectives

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

### Grading

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

Examinations: 3 in-class partial exams

Points associated with each performance evaluation criteria are as follows:

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

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

**Course materials and textbooks:**

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

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

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

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

## Applied Calculus

### Course Description

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

### Course objectives

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

### Learning outcomes

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

### Grading

First Exam	21%
Second Exam	21%
Third Exam	21%
Final Exam	21%
Homework and Class participation	16%
<b>Total</b>	<b>100%</b>

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

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

### Course materials and textbooks:

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

# **YEAR 2 – COURSE DESCRIPTIONS**

## 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. 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

Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	25%
Project	5%
Homework	5%

Class Participation	5%
<b>Total</b>	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 3 Lab hours 0

**Course materials and textbooks:**

- Moore and McCabe, Introduction to the Practice of Statistics, Freeman;
- Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Brooks/Cole;
- Terry Sincich, Business Statistics by Example, Prentice Hall, Upper Saddle River, New Jersey.
- Mario F. Triola; Elementary Statistics, Addison-Wesley.

## Foundations of Sociology

### Course Description

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

### Course objectives

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

### Learning outcomes

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

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

## Grading

Two quizzes (2 x 25)	50 pts
Project Assignment	20 pts
Discussion papers (3 x 5)	15 pts
Class participation	15 pts
<b>TOTAL</b>	<b>100 points</b>

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

## Course materials and textbooks:

Newman, D. M.(2008). *Sociology: Exploring the Architecture of Everyday Life*. LA: Pine Forge Press.

Newman, D. M.(2000). *Sociology: Readings*. LA: Pine Forge Press.

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

Additional readings:

- Finsterbush, K. & McKenna, G.: *Taking Sides*, DPG, Inc.
- Macionis, John, J. and Benokraitis, Nijole, V. (ed.): *Seeing Ourselves, 3rd edition*, Prentice hall, 1989.
- Cuntz, Stephanie: *The way we really are*, Basic Books, 1998.
- Chirot, Daniel: *How Societies change*, Pines Forge Press, 1994.
- McMichael, Philip, D.: *Development and Social Change: A Global Perspective*, Pine Forge Press, 2007.
- Shaw, R.: *Reclaiming America*, University of California Press, 1999.
- Bloom, A. *The Closing of the American Mind*, Simon and Shuster, 1987
- Perrucci, R. and Wysong, E.: *The New Class Society*, Rowman & Littlefield Publishers, 1999.
- Handout materials (K. Boehnke, D. Bergs-Winkels, J. Tanner, R. Cockeril, F. Nietzsche, R.H. Turner, G.S. Mills, J. Rawls, J. McMahan, E.W. Burgess, ...)
- RIT Research Databases

Documentary and feature films (video Presentations)

## 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. Special attention will be paid to the hospitality and tourism industries. 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:

- Demonstrate, in written format, the ability to use the language common to marketing management areas.
- Apply marketing concepts/principles to the marketing situations.
- Demonstrate knowledge of marketing information sources.
- Evaluate the major components of the marketing environment and how they may affect the outcomes of a given marketing strategy.
- Demonstrate the variety of skills in analyses of marketing problems through cases, simulations or class reports.
- Demonstrate knowledge of how marketing is conducted in international settings.

### Grading

Two Exams (30 + 30)	60%
Group Project	15%
Group Project Presentation	5%
Last Exam	20%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

Kotler, P., Armstrong, G. (2017) **Principles of Marketing**, 17<sup>th</sup> global edition, Pearson Education

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

## Principles of Microeconomics

### Course description

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

### Course Rationale and Objectives

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

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

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

### Grading

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

Exam 1	20%
Exam 2	20%
Final Exam	30%
Homework and Assignments	20%

Class Participation	10%
<b>Total</b>	100%

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

### **Learning Outcomes**

LO 1 – to demonstrate the understanding of basic economic principles

LO 2 – to understand the functioning of the economic system as a whole

LO 3 – to apply the basic economics principles in solving real world, simple problems and current microeconomics issues

### **Course materials and textbooks:**

Michael Parkin, *Microeconomics*, 10<sup>th</sup> Global Edition, (Pearson Education Limited: 2012).

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

## Careers in Business

### Course Description

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

### Course Objectives

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

### Learning Outcomes

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

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

- Understand the variety of interview styles and questions, as well as how to prepare.
- Understand how to evaluate an employer, internship, or job to determine how it coincides or differs with personal goals, skills, and values.
- Understand the need for, and components of, a targeted resume and create one.
- Understand the components to a well-written cover letter and other forms of job search documentation, and be able to create them.
- Understand the timeline and components for a competitive graduate school application. Students will be able to express when and if they will apply to graduate programs.
- Understand how to identify a graduate program that is appropriate for one's learning style, interests, academic preparation, and goals.
- Understand what constitutes a job offer and how to respond, accept, or decline.
- Understand how to differentiate between job offers and make a decision.

## Grading

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

**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.

## 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 will be able to: narrate and describe simple things and situations from real life in the present tense

- communicate and understand greetings and daily class conversation and use expressions of common courtesies
- articulate basic needs, emotions, and attitudes in a short question/answer format
- provide autobiographical information, interests, abilities, likes and dislikes
- understand basic spoken German on topics presented in class
- comprehend reading passages from the textbook and homework assignments
- express ideas coherently at beginner level in writing
- gain basic understanding of some aspects of German life and culture
- acquire an active vocabulary of approximately 1000 words in German and be able to recognize many more in speech and writing

### Grading

The following categories will determine your grade:

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

Class Absences and Class Participation	10 points
<b>Total</b>	<b>100 points</b>

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

**Course materials and textbooks:**

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

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

## Beginning Italian I

### Course Description

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

### Course objectives

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

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

### Learning Outcomes

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

### Grading

The following categories will determine your grade:

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

Class Absences and Class Participation	10 points
<b>Total</b>	<b>100 points</b>

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

### **Course materials and textbooks:**

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

### **Additional books**

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

## Beginning Spanish I

### Course description

This course introduces the Spanish language and the culture of Hispanic countries to beginners, and provides a basic foundation in all skills in Spanish (speaking, listening, reading, writing, culture) through intensive practice in a variety of media. Language work progresses from autobiographical information, through the present tense, to preliminary work in the past tenses. Students must take a 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 will be able to: narrate and describe simple things and situations from real life in the present tense

- communicate and understand greetings and daily class conversation and use expressions of common courtesies
- articulate basic needs, emotions, and attitudes in a short question/answer format
- provide autobiographical information, interests, abilities, likes and dislikes
- understand basic spoken Spanish on topics presented in class
- comprehend reading passages from the textbook and homework assignments
- express ideas coherently at beginner level in writing
- gain basic understanding of some aspects of Hispanic life and culture
- acquire an active vocabulary of approximately 1000 words in Spanish and be able to recognize many more in speech and writing

## Grading

The following categories will determine your grade:

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

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

## Course materials and textbooks:

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

## Additional books:

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

## Beginning Russian I

### Course Description

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

### Course Objectives

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

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

### Learning Outcomes

By the end of the course, students will be able to: narrate and describe simple things and situations from real life in the present tense

- communicate and understand greetings and daily class conversation and use expressions of common courtesies
- articulate basic needs, emotions, and attitudes in a short question/answer format
- provide autobiographical information, interests, abilities, likes and dislikes
- understand basic spoken Russian on topics presented in class
- comprehend reading passages from the textbook and homework assignments
- express ideas coherently at beginner level in writing
- gain basic understanding of some aspects of Russian life and culture
- acquire an active vocabulary of approximately 1000 words in Russian and be able to recognize many more in speech and writing

### 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
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**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 will be able to: narrate and describe simple things and situations from real life in the present tense

- communicate and understand greetings and daily class conversation and use expressions of common courtesies
- articulate basic needs, emotions, and attitudes in a short question/answer format
- provide autobiographical information, interests, abilities, likes and dislikes
- understand basic spoken French on topics presented in class
- comprehend reading passages from the textbook and homework assignments
- express ideas coherently at beginner level in writing
- gain basic understanding of some aspects of French life and culture
- acquire an active vocabulary of approximately 1000 words in French and be able to recognize many more in speech and writing

**Grading**

The following categories will determine your grade:

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

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

**Course materials and textbooks:**

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

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

**Additional course material:**

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

## Introduction to Statistics II

### Course Description

This course is 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 Exam	20%
Second Exam	20%

Third Exam	20%
Final Exam	20%
Project	10%
Assignments	6%
Class participation	4%
<b>Total</b>	<b>100%</b>

**Class Hours:** Class Hours 2 Lab hours 2

**Course materials and textbooks:**

- Moore and McCabe, Introduction to the Practice of Statistics, Freeman
- Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Brooks/Cole
- Michael Sullivan, Statistics: Informed Decisions Using Data, Pearson, Upper Saddle River, NJ.
- Terry Sincich, (1966), Business Statistics by Example, Prentice Hall, Upper Saddle River, New Jersey 07458.
- Mario F. Triola; Elementary Statistics 10/E Addison-Wesley; 2007, ISBN: 0-321-33183-4.
- Minitab software: Meyer, Krueger; Minitab Guide to Statistics 3/E; Prentice Hall; ISBN 0-13-149272-1; 2005.

## 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

2 exams (25 points each)	50 points
4 quizzes (5 points each)	20 points
Final exam	30 points
<b>Total</b>	100%

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

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

### Course materials and textbooks:

Brealey, Myers and Marcus: Fundamentals of Corporate Finance, 10<sup>th</sup> or 9<sup>th</sup> ed., McGraw Hill Int. Ed.

Additional material distributed in class and/or via MyCourses

## Global Business Environment

### Course Description

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

### Course objectives

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

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

### Grading

Case Studies Written/Oral	20%
Mid Term Exam	30%
Final Exam	30%
Group Project	20%
<b>Total</b>	<b>100%</b>

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

### Course materials and textbooks:

Introduction to Global Business: Understanding the International Environment & Global Business Functions, 2nd ed., authors: Gaspar, Kolari, Hise, Bierman, Smith

International Business, 2nd edition, authors: Geringer, Mcnett

International Business: Opportunities and Challenges, authors: Carpenter, Dunung

## Principles of Macroeconomics

### Course description

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

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

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

### Course Rationale and Objectives

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

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

### Grading

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

Quiz 1	15%
Exam 1	30%
Quiz 2	15%
Exam 2	30%
Team Presentation	10%
<b>Total</b>	<b>100%</b>

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

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

**Course materials and textbooks:**

Michael Parkin, Macroeconomics, 11th Global Edition, (Pearson Education Limited: 2014).

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

## Beginning German II

### Course description

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

### Course Objectives

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- apply target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talk about plans, travel preparations, free time, needs, feelings and attitudes
- understand and interpret different topics related to course material
- independently use target grammatical structures in the present and past tenses
- apply acquired grammatical structures and vocabulary in speaking
- express ideas in writing
- compare and think critically about cultural differences
- connect different contents in written and oral form
- acquire new vocabulary in speaking and writing

### Grading

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

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

**Course materials and textbooks:**

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

**Additional books**

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

Grammar of the German language

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

## Beginning Italian II

### Course description

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

### Course Objectives

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

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

### Learning Outcomes

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

### Grading

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

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

## **Course materials and textbooks:**

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

## **Additional books**

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

## Beginning Spanish II

### Course description

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

### Course Objectives

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- apply target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talk about plans, travel preparations, free time, needs, feelings and attitudes
- understand and interpret different topics related to course material
- independently use target grammatical structures in the present and past tenses
- apply acquired grammatical structures and vocabulary in speaking
- express ideas in writing
- compare and think critically about cultural differences
- connect different contents in written and oral form
- acquire new vocabulary in speaking and writing

### Grading

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

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

**Course materials and textbooks:**

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

**Additional materials:**

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

## Beginning French II

### Course description

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

### Course Objectives

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- apply target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talk about plans, travel preparations, free time, needs, feelings and attitudes
- understand and interpret different topics related to course material
- independently use target grammatical structures in the present and past tenses
- apply acquired grammatical structures and vocabulary in speaking
- express ideas in writing
- compare and think critically about cultural differences
- connect different contents in written and oral form
- acquire new vocabulary in speaking and writing

### Grading

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

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

**Course materials and textbooks:**

- Horizons, 6th edition by Manley, Smith, McMinn, and Prévost
- Horizons, Workbook/Lab Manual—available online via QUIA
- Text Audio CDs & Resources available through the Heinle Learning Center (iLrn)

**Additional course material:**

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

## Beginning Russian II

### Course Description

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

### Course Objectives

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- apply target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talk about plans, travel preparations, free time, needs, feelings and attitudes
- understand and interpret different topics related to course material
- independently use target grammatical structures in the present and past tenses
- apply acquired grammatical structures and vocabulary in speaking
- express ideas in writing
- compare and think critically about cultural differences
- connect different contents in written and oral form
- acquire new vocabulary in speaking and writing

### 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

# RIT | Croatia

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

# **YEAR 3 – COURSE DESCRIPTIONS**

## Organizational Behavior

### Course Description

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

### Learning outcomes

After completing this course, students should be able to:

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

### In-class version of the course:

#### Grading

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

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

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

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

## Customer Experience Management

### Course Description

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

### Goals of the Course

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

### Grading

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

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

### Course Textbooks

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



## Course description

Students will study literary and cultural texts selected from traditional literature to contemporary media and culture (including poetry, short stories, documentaries and performance video). Students will analyze these texts from a variety of perspectives and become familiar with the history of debates about literature and/or culture as arenas of human experience.

## Goals of the course

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

## Learning outcomes

Students will:

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

## Grading

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

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

**Course materials and textbooks:**

The Course Packet should be purchased at the RIT Croatia library. Additional required readings may be posted on *My Courses*. These readings will be announced by the professor. Students will be expected to download, print, read and save these texts.

## Food and Beverage Management

### Course description

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

### Course objectives

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

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

### Course learning outcomes

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

- Describe current service innovations and recognize trends in design and layout of food establishments.
- Describe and evaluate kitchen and service designs based on quality, size, location, and cuisine of the operation.
- Execute financial management of a typical F&B operation using Uniform System of Accounts, financial statements, and ratio analysis.
- Differentiate among the organizational structures of different food service establishments. Understand and be able to design an organizational structure for service and kitchen efficiency.
- Describe and design menus using appropriate planning tools including standard recipes, portion control, labor costing, and inventory management.
- Critically evaluate facility design using appropriate evaluation criteria.
- Recognize the importance of sanitation and safety in design and operation of F&B establishments.
- Consider legal and ethical standards related to food and beverage management.

## Grading

Exam 1	25 points
Team Project: F&B Sim	30 points
Team Project Presentation	20 points
Exam 2	25 points
<b>TOTAL</b>	<b>100 points</b>

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

## Course materials and textbooks:

Hayes, Ninemeier & Miller: Foundations of Lodging Management (2nd edition 2010)  
Additional, current industry readings posted on myCourses

## Intermediate Spanish I

### Course description

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

### Course objectives

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

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

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- carry on a short conversation on all cultural topics previously presented in class
- participate coherently in basic every-day situation dialogues related to tourism and travel
- argue for or against a certain position in class discussions

- read and understand a variety of literary and non-literary texts
- write compositions and short essays of increasing complexity in Spanish on a weekly basis
- describe and narrate in present and past tenses about autobiographical topics, holidays and celebrations, school and careers, health topics and food topics.
- gain a deeper understanding of Hispanic culture related to: Hispanic family, modes of communication, and leisure time
- gain some insight into differences between different cultures in daily behavior practices at home or at work to avoid possible cross-cultural misunderstandings
- apply grammatical structures in written and oral communication
- deliver a short presentation in Spanish language

## Grading

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

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

## Course materials and textbooks:

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

## Additional books

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

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

## Intermediate 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.

### Learning Outcomes

By the end of the course, students will be able to:

- carry on a short conversation on all cultural topics previously presented in class
- participate coherently in basic every-day situation dialogues related to tourism and travel
- argue for or against a certain position in class discussions
- read and understand a variety of literary and non-literary texts
- write compositions and short essays of increasing complexity in French on a weekly basis

- describe and narrate in present and past tenses about autobiographical topics, holidays and celebrations, school and careers, health topics and food topics.
- gain a deeper understanding of French culture related to: French family, modes of communication, and leisure time
- gain some insight into differences between different cultures in daily behavior practices at home or at work to avoid possible cross-cultural misunderstandings
- apply grammatical structures in written and oral communication
- deliver a short presentation in French language

## Grading

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

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

## Course materials and textbooks:

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

## Additional books

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Les 500 Exercices de grammaire A2-Hachette, 2006
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
- Grammaire essentielle du français niveaux A1 A2 - 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

## Intermediate Italian I

### Course description

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

### Course objectives

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

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

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

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

## Grading

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

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

## Course materials and textbooks:

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

## Additional books

- Giocare con la letteratura, by Carlo Guastalla, Alma Edizioni, Firenze
- Ponti, italiano terzo millenio, 3rd editon, by Elissa Tognozzi e Giuseppe Cavatorta, Heinle Cengage Learning, 2013
- Ponti, italiano terzo millenio, 2nd editon, Student Activities Manual, by Elissa Tognozzi e Giuseppe Cavatorta, Heinle Cengage Learning, 2013
- 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 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.

### Learning Outcomes

By the end of the course, students will be able to:

- carry on a short conversation on all cultural topics previously presented in class
- participate coherently in basic every-day situation dialogues related to tourism and travel
- argue for or against a certain position in class discussions
- read and understand a variety of literary and non-literary texts
- write compositions and short essays of increasing complexity in Russian on a weekly basis

- describe and narrate in present and past tenses about autobiographical topics, holidays and celebrations, school and careers, health topics and food topics.
- gain a deeper understanding of Russian culture related to: Russian family, modes of communication, and leisure time
- gain some insight into differences between different cultures in daily behavior practices at home or at work to avoid possible cross-cultural misunderstandings
- apply grammatical structures in written and oral communication
- deliver a short presentation in Russian language

## Grading

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

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

### Course materials and textbooks:

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

## Intermediate German I

### Course description

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

### Course objectives

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

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

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

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

## Learning Outcomes

By the end of the course, students will be able to:

- carry on a short conversation on all cultural topics previously presented in class
- participate coherently in basic every-day situation dialogues related to tourism and travel
- argue for or against a certain position in class discussions
- read and understand a variety of literary and non-literary texts
- write compositions and short essays of increasing complexity in German on a weekly basis
- describe and narrate in present and past tenses about autobiographical topics, holidays and celebrations, school and careers, health topics and food topics.
- gain a deeper understanding of German culture related to: German family, modes of communication, and leisure time
- gain some insight into differences between different cultures in daily behavior practices at home or at work to avoid possible cross-cultural misunderstandings
- apply grammatical structures in written and oral communication
- deliver a short presentation in German language

## Grading

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

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

**Course materials and textbooks:**

- KALEIDOSKOP Kultur, Literatur und Grammatik, Ninth Edition, Moeller, Berger, Wieden
- KALEIDOSKOP, Student Activities Manual, Ninth Edition, Moeller, Berger, Wieden

**Additional books:**

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

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

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

<http://wordreference.com/>

## Operations Management

### Course Description

The aim of the course is to present business operations, their continuous optimization and balancing between efficiency and effectiveness, and operational management strategies used to the students. Students critically reflect on these strategies, develop the conceptual and analytical models needed to implement these strategies, measure and analyze their effects, and provide solutions for continuous improvement.

### Course objectives

Students will:

- (1) develop an understanding of the concepts of optimization, efficiency and effectiveness, and continuous improvement
- (2) learn about and discuss operational management strategies, their interactions, and impacts
- (3) create conceptual and analytical models of operational management problems, solve them and interpret solutions
- (4) use software to find solutions
- (5) develop and continuously improve the ability to make decisions based on the conducted analysis using all available strategies and tools

### Grading

Following is how performance is evaluated for this course:

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

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

### Course materials and textbooks:

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

## Ecology of Dalmatian Coast

### Course Description

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

### Goals of the course

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

### Learning Outcomes

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

### Grading

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

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

**Course materials and textbooks:**

Brennan, S. and Withgott, J. *Environment: The Science Behind the Stories*.  
Pearson/Benjamin Cummings. San Francisco, CA.

Papers selected from the primary literature (updated annually)

## Lodging Operations Analytics and Management

### Course description

This class includes an overview of hotel management from its opening to continuing operations. It focuses on the integrated functions of the front office, housekeeping, engineering, security, food & beverage, human resources, and accounting, as well as considering their roles individually. Students will apply revenue management principles (e.g., capacity management, duration control, demand and revenue forecasting), costing (e.g., budgeting, marginal costing, standard costing and variance analysis, labor accounting, balanced scorecard) and interpret hospitality financial statements (uniform system of accounts for lodging and restaurants) to understand and manage organizational performance. The course addresses foundational metrics and definitions used by the hotel industry and provides an opportunity to complete a certification exam (CHIA: Certification in Hotel Industry Analytics) by STR through the American Hotel and Lodging Educational Institute.

### Course objectives

This course directs students to hotel management strategies in an effort to give them a thorough understanding of how the coordinated hotel operations function in a realistic environment. Over the course of the semester, students will be learning the main theoretical concepts helping them better understand all aspects of managing a hotel across different departments. This will be complimented and augmented with a simulation by which they will operate a hotel in a simulated competitive market. Thus, they will become aware of intricacies of running a complex system in a volatile and competitive situation.

### Learning outcomes

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

- Differentiate among the pre-opening, opening, and continuing operational needs of a hotel.
- Explain and execute reservations, check-in and check-out procedures.
- Apply the Uniform system of accounts for lodging to analyze operations
- Explain and calculate key operating metrics including RevPAR, check averages, labor cost/hour, occupancy, and recognize the impact of fixed and variable components of costs.
- Use operating metrics to analyze operations of a hotel and recommend managerial actions to improve operations.

### Grading

Exam 1	20 points
Hotel Sim	40 points

Exam 2	20 points
Class Participation	20 points
<b>TOTAL</b>	<b>100 points</b>

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

**Course materials and textbooks:**

Hayes, Ninemeier & Miller: Foundations of Lodging Management (2nd edition 2010)  
Additional, current industry readings posted on myCourses

## Hospitality Entrepreneurship in the Global Economy

### Course description

Entrepreneurship in hospitality and tourism is recognized as providing many benefits to regions and economies, including economic growth, job creation, and innovation. This course will provide an introduction and overview at the national, firm and individual levels to entrepreneurship in the hospitality industry. Various models and case studies will be employed to analyze opportunities and to provide real world, global hospitality examples of relevant issues. Venture financing and entrepreneurial marketing will receive particular attention. Significant time will be devoted to translating entrepreneurs' (students') visions of hospitality-related opportunities into business models, providing a description of how the enterprise will create and capture value.

### Course objectives

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

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

### Learning Outcomes

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

- Describe the entrepreneurial process in the hospitality industry
- Create a new venture concept and author a business model of it
- Identify factors that influence entrepreneurial activity at the national and firm levels
- Select new venture funding options in various situations
- Appraise hospitality entrepreneurial opportunities
- Differentiate entrepreneurial sales and marketing efforts from traditional ones

### Grading

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

Cases and Participation	15%
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Examinations (22 + 23)	45%
Group Project Paper	15%
Group Project Presentation	5%
Final Examination	20%
<b>Total</b>	100%

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

**Course materials and textbooks:**

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

Other various articles and Internet sites will also be utilized.

## Intermediate Spanish II

### Course description

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

### Course objectives

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

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

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- distinguish between the use of formal and informal language
- integrate formal language vocabulary into the design of business documents and job interviews
- practice the use of formal language in business communication
- analyze critically course material topics
- integrate the acquired knowledge from the course material and use it in speaking

and writing

- express different opinions in writing
- analyze and compare critically intercultural differences
- apply complex grammatical structures in everyday language use
- demonstrate the use of speaking skills in presentations

## Grading

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

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

## Course materials and textbooks:

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

## Additional books

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

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

## Intermediate French II

### Course Description

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

### Course objectives

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

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

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- distinguish between the use of formal and informal language
- integrate formal language vocabulary into the design of business documents and job interviews
- practice the use of formal language in business communication
- analyze critically course material topics
- integrate the acquired knowledge from the course material and use it in speaking and writing
- express different opinions in writing
- analyze and compare critically intercultural differences

- apply complex grammatical structures in everyday language use
- demonstrate the use of speaking skills in presentations

## Grading

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

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

## Course materials and textbooks:

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

## Additional books

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

## Intermediate Italian II

### Course description

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

### Course objectives

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

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

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

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

### Grading

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

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

**Course materials and textbooks:**

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

**Additional books**

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

## Intermediate Russian II

### Course Description

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

### Course Objectives

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

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

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- distinguish between the use of formal and informal language
- integrate formal language vocabulary into the design of business documents and job interviews
- practice the use of formal language in business communication
- analyze critically course material topics
- integrate the acquired knowledge from the course material and use it in speaking and writing
- express different opinions in writing
- analyze and compare critically intercultural differences

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- apply complex grammatical structures in everyday language use
- demonstrate the use of speaking skills in presentations

## Grading

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

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

## Course materials and textbooks:

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

## Intermediate German II

### Course description

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

### Course objectives

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

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

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

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

### Learning Outcomes

By the end of the course, students will be able to:

- distinguish between the use of formal and informal language
- integrate formal language vocabulary into the design of business documents and job interviews
- practice the use of formal language in business communication
- analyze critically course material topics
- integrate the acquired knowledge from the course material and use it in speaking and writing

- express different opinions in writing
- analyze and compare critically intercultural differences
- apply complex grammatical structures in everyday language use
- demonstrate the use of speaking skills in presentations

## Grading

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

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

## Course materials and textbooks:

- KALEIDOSKOP Kultur, Literatur und Grammatik, Ninth Edition, Moeller, Berger, Wieden
- KALEIDOSKOP, Student Activities Manual, Ninth Edition, Moeller, Berger, Wieden

## Additional books

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

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

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

<http://wordreference.com/>

## Nationalism and Identity

### Course Description

Nationalism is often described in terms of strong sentiments and acts of self-determination on the part of members of a nation as distinct from the state that is necessarily a territorially and politically defined entity. This course will explore leading theories related to the origins of contemporary nationalism and nationalism's importance within the context of state societies, especially in Europe. The past as an invented historical or imagined reality will be highlighted, as invented pasts contribute to claims for exclusive national culture and both exclusive and contested identities. The relationships between culture, literacy, and capitalism will be applied to understanding select historical and ethnographic cases of nationalism.

### Course objectives

To enable students to:

- demonstrate knowledge of cultural and political processes that inform the process of nationalism,
- demonstrate knowledge of the relationship between nationalism and invented tradition,
- demonstrate knowledge of the relationships between identity, culture and nationalism,
- demonstrate knowledge of transnational processes in relation to both nationalism and globalization.

### Learning outcomes

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

- identify, analyze and synthesize ethnographic and historical perspectives and data related to nationalism,
- identify historical and cultural processes that link self-identity, place and nationalism,
- read different arguments and learn to discern differences and assumptions.

### Grading

In class analytical essay	10 pts
Quiz 1	20 pts
Quiz 2	17 pts
In Class Discussions (13 x3)	39 pts
Class participation	14 pts

**Total = 100 pts**

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

### Course materials and textbooks:

The following are sample texts, from which the instructor will choose appropriate chapters:

- Andersons' *Imagined Communities*
- Gellners' *Nations and Nationalism*
- Gupta and Ferguson, eds., *Culture, Power, Place*

Additional online sources:

# RIT | Croatia

- RIT Databases (especially JStor)

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

# **YEAR 4 – COURSE DESCRIPTIONS**

## Strategic Management

### 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 that combines analytical tools and strategic concepts in order to identify competitive capabilities of a business and formulate viable strategies for achieving business goals.

Upon completing this course students will learn to:

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

### Grading

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

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

### Course materials and textbooks:

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

## Scientific Inquiries in Environmental Science

### Course Description

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

### Course objectives

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

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

### Learning Outcomes

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

### Grading

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

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

### Course materials and textbooks:

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

## Professional Communication

### Course Description

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

### Course Objectives

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

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

The student will develop the ability:

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

### Grading

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

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

### Course materials and textbooks:

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

## Event and Project Management

### Course Description

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

### Learning outcomes

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

### Grading

Exam 1	20%
Exam 2	20%
Team Project	30%
Team Presentation	20%
Participation	10%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks:**

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

## Global Economy and the Grassroots

### Course Description

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

### Course objectives

- Examine key vectors of economic globalization

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

## Learning outcomes

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

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

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

## Grading

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

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

## Course materials and textbooks:

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

1. Wallach, Lori, and Patrick Woodall, Whose Trade Organization?
2. Hira, Ron, and Anil Hira, Outsourcing America
3. Lappý, Frances Moore and Anna Lappý, Hope's Edge
4. Pleyers, Geoffrey, and Alain Touraine, Alter-Globalization
5. Dudley, Kathryn Marie, The End of the Line: Lost Jobs, New Lives in Postindustrial America
6. Maeckelbergh, Marianne, The Will of the Many: How the Alterglobalisation Movement is Changing the Face of Democracy
7. Moberg, Mark, and Sarah Lyon, Fair Trade and Social Justice: Global Ethnographies
8. Thomas, Janet, The Battle in Seattle: The Story behind and beyond the WTO Demonstrations

9. Iglesias Prieto, Norma, Beautiful Flowers of the Maquiladora
10. Marcos, Subcomandante Insurgente, Our Word is Our Weapon: Selected Writings
11. Barlow, Maude and Tony and Clarke, Global Showdown
12. Ross, Andrew, ed., No Sweat
13. Stiglitz, Joseph, Globalization and Its Discontents
14. Hess, David L., Localist Movements in a Global Economy: Sustainability, Justice, and Urban Development in the United States

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

Documentary and feature films (video Presentations)

## Business Ethics and Corporate Social Responsibility

### Course Description

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

### Course objectives

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

### Grading

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

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

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

**Course materials and textbooks:**

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

**Additional SUGGESTED resources:**

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

## Information Systems and Technology

### Course Description

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

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

### Course Objectives

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

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

### Learning Outcomes

By course completion, students will be able to:

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

### Grading

The following categories will determine your grade:

Attendance and Class Participation	10%
Quizzes (best 10 scores out of 12)	45%
Team Project	45%
<b>Total</b>	<b>100%</b>

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

**Course materials and textbooks:**

No formal text book.

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

## Senior Project

### Course Description

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

### Goals of the Course

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

### Learning outcomes

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

Describe/explain the generic research and development process including:

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

### Grading

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

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

**Course materials and textbooks:**

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

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

## Contemporary Nutrition

### Course description

This is an introductory course in nutritional science concepts and application to current nutrition issues. This course covers the study of specific nutrients and their functions, the development of dietary standards and guides and how these standards are applied throughout the lifecycle. Students learn to analyze their own diets and develop strategies to make any necessary dietary changes for a lifetime of good health. Current health and nutrition problems and nutrition misinformation will be discussed. Online sections are asynchronous. Students are assessed by learning activities such as: weekly quizzes and discussion boards, homework assignments, and a final diet analysis project. In person sections are synchronous class discussions. Students are assessed by learning activities such as: exams, homework, assignments and final project analysis. Following topics will be covered:

- Food Choices and Human Health: Nutrition Tools and Standards
- Nutrition Tools: Standards and Guidelines
- The Remarkable Body: Understanding Human Physiology
- Carbohydrates: Sugar, Starch, Glycogen and Fiber
- Lipids
- Protein and Amino Acids
- Vitamins
- Water and Minerals
- Energy Balance and Healthy Body Weight
- Nutrients, physical Activity and the Body's Response
- Diet and Health
- Food Safety and Food Technology
- Life Cycle Nutrition: Mother and Infant
- Life Cycle Nutrition: Child, Teen and Older Adult
- Hunger and the Global Environment

### Course Objectives and Learning Outcomes

Upon completing this course students will be able to:

- List factors that influence a person's food intake habits.
- Identify the required nutrients and:
  - list the functions of each in the body
  - list food sources of each nutrient
  - explain, in general terms, the metabolism of the nutrient.
  - describe the results of a deficient intake of each nutrient and an excessive intake of certain nutrients.

- Evaluate their own food intake for nutritional adequacy, and to suggest foods to meet their needs if their diet is inadequate.
- Plan a nutritionally adequate meal pattern for a person throughout the life cycle.
- Determine the informal energy needs of an individual and plan a diet modification to cause safe weight reduction.
- Give general principles of food preparation for conserving maximum nutrient content.
- Use the following tools effectively: DRI/RDA., Food groups and guides, food composition tables, and Food exchanges.
- Give reliable sources for nutrition information.
- Describe the effect of various food processing techniques on the nutrient value of food.

## Grading

Exams	35%
Projects	30%
Homework's	20%
Assignments	15%
Total	100%

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

## Course materials and textbooks:

Sizer, F., Whitney, E.; Nutrition: Concepts and Controversies West Publishing Co., New York, NY. 15th edition, 2020 ISBN-10: 1-337-90637-9

## Hospitality Enterprise Management and Growth

### Course description

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

### Course objectives

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

### Learning Outcomes

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

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

## Grading

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

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

## Course materials and textbooks:

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

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

## Hospitality Luxury Operations Design

### Course description

The exceptional and changing nature of high-end tourism (experiential, emotional, authentic, individualized, etc.) suggests that luxury tourism professionals require a unique set of skills. As such, this course will provide students with the theoretic foundations to luxury service design, preparing them to operate in today's luxury segment and enabling them to create and manage personalized experiences. Luxury service design is a holistic design process operating in the realm of constant uncertainty and change, i.e. chaos that arises from the contextual nature of personalized service and the ambition to solve problems that customers do not even know they have. Consequently, the chaos comes from the customers by default because they, by wanting personalization, resent standardization, which in turn means that organizations have to rearrange their stratagems in real time around what they hear from their clients. The luxury service design must therefore use skills from a variety of disciplines (design, psychology, management and process engineering) to develop models of co-creation of unique value with each individual customer, i.e. personalized experience in the process of continuous experiment.

### Course objectives

1. Explain and describe the changing nature of luxury travel
2. Explain and describe the tools required to create and operate unique luxury experiences
3. Understand the theory underlying operations and product management in luxury travel
4. Gain an understanding of the multidisciplinary nature of luxury service design
5. Examine the impacts of luxury travel on all components of sustainability

### Learning Outcomes

Course Learning Outcome	Assessment Method
Evaluate and compare the forces driving change and evolution in luxury.	Exam, Assignments
Present luxury design tools, comparing and contrasting various designs, so as to create unique luxury experiences.	Projects
Compare and contrast the major theories supporting luxury service design and its associated products.	Exam, Assignments

Gather and combine various constructs from distinct disciplines influencing luxury service design.	Projects, Presentation
Analyze and critically evaluate the importance of sustainability in luxury service design.	Projects, Exam Presentations, Assignments

## Grading

Activity	Description	Points
Exam 1 and Exam 2	Short-answer questions, gap questions, multiple-choice questions, true or false questions	25 + 25
Reading report	Individual assignment in the form of project/case	10
Case Study Analysis	Team assignment in the form of project/case will be required	20
Participation	Physical and mental attendance in class is expected	10+10
	TOTAL POINTS	100

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

### Course materials and textbooks:

- The Sum of Small Things; a Theory of the Aspirational Class, Elizabeth Currid-Halkett, Princeton University Press 2017
- For each class, a number of articles, textbook excerpts as PDF files will be provided

## Hospitality Luxury Service Excellence

### Course description

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

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

This year, due to Covid situation, we cannot plan trips, but will jointly design activity involving multiple projects, guest speakers and local visits to have an in-depth, hands-on experience of a luxury hospitality. Thus, students will meet various industry professionals and local officials, learn from their experience and vision, and be able to understand what it takes to create a luxury operation in a realistic destination context.

### Course objectives

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

### Learning Outcomes

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

- Explain and describe the socio-cultural complexities of luxury cultural heritage travel
- Critically analyze the building of the global supply chains and cross-cultural issues in service operations
- Evaluate how cultural innovation and remodeling of traditions can create new value in luxury tourism

- Understand why fashion, design, pop-culture, artisanship and technology are all important in creating authentic luxury travel product
- Examine the impacts of luxury travel on destinations' sustainability and how destinations are adapting to volatile global trends

## Grading

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

Participation	20%
Projects	80%
<b>Total</b>	<b>100%</b>

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

## Course materials and textbooks:

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

Other various articles and Internet sites will also be utilized.

## Human Resources Management

### Course description

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

### Course objectives

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

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

### Learning Outcomes

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

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

### Intended learning outcomes

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

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

## Grading

Exam 1	20%
Exam 2	25%
Team Assignment	10%
Exam 3	25%
Class Participation	20%
<b>Total</b>	<b>100%</b>

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

## Course materials and textbooks:

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

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