RIT CROATIA PROGRAM OUTLINE

PROGRAM TITLE: WEB AND MOBILE COMPUTING

TYPE OF PROGRAM: Undergraduate professional program

DURATION OF PROGRAM: 4 years /8 semesters

TOTAL NUMBER OF ECTS: 240

SCIENTIFIC AREA: Technical Sciences

SCIENTIFIC FIELD: Computing
1. **ENROLLMENT CRITERIA**

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

Application process:

1. Candidates may apply to RIT Croatia using the Central Application System ("Postani student") and taking the State Matura Exams (state high-school exit exam):
   - Mathematics: B level
   - English language: B level

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

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

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

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

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

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

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

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

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

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

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

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

4. GRADUATION REQUIREMENT
IT Graduation requirements

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

- A Cumulative Grade Point Average (GPA) of 2.00
- Satisfactory completion of the Capstone Course
- Completion of 126 credits for the B.S. degree (240 ECTS for the Croatian four-year degree)
- Satisfactory completion and grade for the required co-ops in duration of 800 working hours
Graduation with Honors

Honors posted to the academic record will be based upon the student’s Cumulative Grade Point Average upon completion of the degree requirements. The numerical criteria for graduation with honors are as follows:
- Summa cum laude – 3.80 Cumulative GPA
- Magna cum laude – 3.60 Cumulative GPA
- Cum laude – 3.40 Cumulative GPA

5. DEGREES UPON COMPLETION OF THE STUDIES

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

Upon successful completion of the four-year program in Information Technology students receive a Bachelor of Science (B.S.) degree in Information Technology from RIT (all students enrolled as of 2016 receive a Bachelor of Science (B.S.) degree in Web and Mobile Computing). 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 IT program will receive the degree title of stručni prvostupnik/prvostupnica (baccalaureus/ baccalaurea) inženjer/inženjerka informacijskih tehnologija.

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

The goal of the Web and Mobile Computing (WMC) program is to provide students with the knowledge and skills of developing and deploying software solutions in a professional environment. Our program is hands-on, challenging, and project-oriented, and combines a solid technological foundation with the essential skills of critical thinking, creativity and communication.

WMC graduates will be able to demonstrate the ability to work effectively as an individual, and as a team member or leader throughout the whole software development life cycle. They will be able to

- Analyze software users' needs in order to define system requirements, and then, create architectures and designs based on which a software solution is being developed.
- Apply the human-computer interaction (HCI) methods to create user-friendly components, spanning the development lifecycle from requirements analysis to product creation through system prototyping and usability testing.
- Create and analyze different designs in terms of contemporary design principles and patterns to develop software solutions or to improve the existing ones.
- Develop different types of software products such as web, mobile, and desktop applications, across several languages and platforms.
- Build software products that interact with databases.
- Effectively design, model, create, and utilize database to organize, store and retrieve data for use by software products.

This comprehensive knowledge enables graduates to impact the software development process at all levels, making them incredibly valuable to employers seeking today’s application developers.

Typical job roles include database developer, web application developer, database administrator, mobile application developer, interaction designer, and applications developer.
## LIST OF COURSES WITH ASSIGNED CREDITS (class and credit hours) and ECTS POINTS
### PER SEMESTER/YEAR LEVEL

### YEAR 1

#### FALL 1

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*Class meets for a total of 7 hours in the semester.*
## YEAR 3

### FALL 3

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### YEAR 4

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YEAR 1 – COURSE DESCRIPTIONS
Course Description

This is the first course in the introductory programming sequence required for all Information Technology students. Topics include elementary data types, arithmetic and logical operations, control structures and error handling, methods, inheritance, reusability, input/output and an object-oriented programming design and implementation. Emphasis is placed on the development of problem-solving skills. Moderately large programming assignments are required.

Course objectives

General:
This course will provide students with the foundational skills necessary to do object-oriented programming. Emphasis is placed on program design methodologies and problem solving using commonly available development tools.

Specific:
Upon course completion, a student should be able to implement moderately large programming projects and should:

- Demonstrate the ability to configure a computer to create, compile, and run programs.
- Demonstrate the ability to write statements using different data types and operators that perform necessary operations based on the program’s requirements.
- Be able to analyze errors that occur when programs run and make changes based on this feedback. Be able to use sequence, selection and loop statements to control the execution of a program.
- Demonstrate the ability to create methods with or without return values that perform various operations, and invoke them.
- Be able to use utility Application Programmer Interface (API) classes such as Math and String, and use their methods to solve various problems.
- Demonstrate the ability to create a class by defining both attributes that describe the state of the class and methods that enforce Object Oriented Programming (OOP) encapsulation principles.
- Be able to define arrays, and determine when to create and use arrays.
- Demonstrate the ability to work with multiple classes and multiple instantiations of a class.
- Write object-oriented programs with multiple class files and create objects used between class files
- Write event-driven programs using distinct listener class file objects and/or same class file listener objects
- Write object-oriented programs using class inheritance
- Write interface and abstract class files and use them in object-oriented programs
- Write object-oriented programs to read and write data using the java.io package
- Write classes with catch and throw exception class objects
- Write programs that pass and receive objects via an object method

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Labs</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Exam 1</td>
<td>5%</td>
</tr>
<tr>
<td>Practical Exam 2</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Exam 3</td>
<td>15%</td>
</tr>
<tr>
<td>Practical Exam 4</td>
<td>15%</td>
</tr>
<tr>
<td>Comprehensive Theory Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Daily Quizzes</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Class format:**

Class hours 4 Lab hours 2

**Course materials and textbooks:**

“Big Java: Compatible with Java 5, 6 and 7” by Cay S. Horstmann
Course Description

This class provides an introduction to key Internet, web, and multimedia technologies, as well as familiarity with the Macintosh computer platform. Topics covered include computer-mediated communication, basic Internet applications such as telnet, FTP, and the WWW, basic digital image techniques, and web page development and publishing.

Course Objectives

General: This course provides a basic introduction to Internet technologies and web development. The Internet technology topics (UNIX, FTP, Telnet, email, protocols, etc.) provide a foundation for a variety of IT core courses. The web development and imaging topics provide an introduction to the multimedia and web development topic area within the department, and are a prerequisite for concentration-level courses in the computer-mediated experience area of the curriculum.

Specific Objectives

By the end of the semester, students will have a working knowledge of:

- Key figures and events in the development of the Internet and the World Wide Web
- How to use Internet search engines to search for and retrieve information relevant to assignments and projects
- Internet protocols and tools, including SSH, SFTP, electronic mail, and conferencing
- How to perform basic file and directory management tasks in Unix environments
- The components of digital images, sound, and video, including file formats, resolution, color models, and compression methods
- How to use imaging programs (e.g., Photoshop) to create graphic elements for web pages, including logos and composite images
- How to create web pages using valid HTML and CSS
- How to identify and implement basic principles of graphic design, including contrast, alignment, proximity, repetition, and effective use of color and type
- How to use server technologies (e.g., Server-side Includes) for cross-browser issues
- Utilize the Macintosh operating environment and applications for web development tasks.
By the end of the quarter, students will be able to:

- Build a multi-page web site, including graphics and media
- Apply appropriate design principles to the design of a site
- Create or modify graphics for inclusion in a web site
- Mount their website on a designated server
- Work with a Macintosh operating environment comfortably

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Project 1</td>
<td>10</td>
</tr>
<tr>
<td>Web Project 2</td>
<td>15</td>
</tr>
<tr>
<td>Web Project 3</td>
<td>15</td>
</tr>
<tr>
<td>Attendance, Participation</td>
<td>10</td>
</tr>
<tr>
<td>Homework</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Practical</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>Final Practical</td>
<td>10 points + Pass/Fail</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

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

**Course materials and textbooks:**

The following text is optional, but suggested for reference:


Watch the online video courses at linda.com provided by RIT Library: [http://library.rit.edu](http://library.rit.edu)

Below are some important links that you will use frequently throughout the semester:

- HTML Validator:[http://validator.w3.org/](http://validator.w3.org/)
- CSS Validator:[http://jigsaw.w3.org/css-validator/](http://jigsaw.w3.org/css-validator/)
- Web Development Tutorials:[http://www.w3schools.com](http://www.w3schools.com)
Course Description

This project-based course is an investigation of the computer as an illustrative, imaging, and graphical generation tool. It develops foundational design skills in raster and vector image creation, editing, compositing, layout and visual design for online production. Emphasis will be on the application of visual design organization methods and principles for electronic media. Students will create and edit images, graphics, layouts, and typography to form effective design solutions for online delivery.

Course objectives

In general, after completing this course, students should

- Introduce the fundamental creative principles for generating digital content and designs that communicates concise and impactful visual messages
- Understand the technical principles and tools of digital graphics
- Introduce principles and methods of visual organization, design and graphic analysis
- Develop skills that allow the student to decide the best options to generate and output content for digitally based imagery and design
- Develop visual solutions using observational drawing, sketching, image manipulations well as photographic techniques and imagination
- Develop solutions that reflect semiotic concerns of effective communication including aesthetic considerations, appropriate concept development and pragmatic concerns
- Understand the ethics and copyright issues of digital graphics.

Learning outcomes

- Demonstrate content creation methods using image and graphical manipulation
- Demonstrate effective design solutions using complex imagery, layout and typographical elements
- Evaluate the use and effectiveness of imaging, visual design solutions and aesthetic qualities
- Understand and display creative and conceptualization skills through research and documentation
- Demonstrate visual solutions and content creation for editorial design problems
- Apply visual design elements, principles, imagery and layouts to interactive creative problems
- Generate effective visual graphics for user interface elements and icons.
Grading:

In-Class Exam 20%
Project 1 15%
Project 2 15%
Project 3 15%
Lab Assignments 20%
Homework 15%

Class format: Class hours 2  Lab hours 3

Course materials and textbooks:

Online educational resources (i.e. Lynda.com, Cineversity.com, psdTuts.com)
Instructor Handouts and Video Tutorials
Computer with appropriate software and Internet access
Applicable textbooks (Beyond Photoshop, The Illustrator WoW, Teaching Design)
MATH-131 Discrete Mathematics

Course Description:

This course in an introduction to the topics of discrete mathematics, including number systems, sets and logic, relations, combinatorial methods, graph theory, regular sets, vectors, and matrices

Goals of the Course:

● To provide students with knowledge of the mathematical concepts needed for understanding and analyzing programming.
● To discuss the many applications of mathematics to computer science and computer information systems.
● To stress the applications of theorem results in Information Technology

Learning outcomes and associated assessment methods of those outcomes

● Students will learn the mathematical concepts needed to understand and analyze programs:
  o Use notation of set theory and logic and elementary proof techniques, write proof by induction
  o Use language of set theory to analyze relations, functions, graphs, and inverse functions
  o Use Boolean algebra to analyze disjunctive and conjunctive normal forms and Karnaugh maps
  o Use binary, octal and hexadecimal number representations
● Students will learn about applications of mathematics to computer science and computer information systems.
● Students will understand the applications of theorem results in Information Technology.

Program or general education goals supported by this course

● to develop students’ understanding of the mathematical framework that supports engineering, science, and applied mathematics
● to develop a capacity for critical and analytical thinking.
● to develop an appropriate level of mathematical literacy and competency.
Grading

First Test 30 points
Second Test 30 points
Final test 30 points
Attendance 10 points
TOTAL 100 points

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

Class format: Class hours 4 Lab hours 0

Course materials and textbooks:

SOCI-102 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, and as a prerequisite for the required cultures in globalization.

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
TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:


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

Additional readings:
- RIT Research Databases

Documentary and feature films (video Presentations)
Course Description

YearOne Seminar is a course for first-year students designed to provide an introduction to college life and to support you as you adjust to your life at RIT Croatia. YearOne meets once per week for 12 weeks during the Fall semester. It includes lecturing, classroom discussions, and many guest speakers from the Zagreb, Dubrovnik, and Rochester campuses and will introduce you to many RIT resources.

Course objectives

- Vital resources: Introduce you to vital resources and services within the RIT community in order to navigate your way around in college life and to make most of your college experience.
- Academic preparedness: Familiarize with college level academic expectations and the resources to assist you in being academically successful.
- Inclusiveness: We address the issue of inclusiveness: Respecting and appreciating the complex and diverse perspectives within the RIT community. Increase your sense of belonging by providing opportunities for you to connect to one another and to the greater RIT community.
- Self-discovery: Explore and articulate your individual aspirations and values. Increase your awareness of your decision-making, of your daily choices, and resources that may help you.
- Engagement: You are expected to participate in campus events to integrate into the campus community (e.g. in Community Service Day, but also in party events like Fall BBQ or Holiday Auction).

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Interview</td>
<td>10</td>
</tr>
<tr>
<td>LIV@RIT Library Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Community Needs Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Myers Briggs Personality Test &amp; Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Student Handbook Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Coaching Appointment</td>
<td>20</td>
</tr>
<tr>
<td>Faculty Adviser Meeting</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 1 Lab hours 0

Course materials and textbooks: no
ELCA-062 Introduction to Academic English

Course Description

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

Course objectives

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

Learning outcomes

Students will

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

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>10</td>
</tr>
</tbody>
</table>
Writing 1 15
Writing 2 15
Participation/Homework 10
**Total:** 100

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

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

**Course materials and textbooks:**

Course Description

This is the second course in the introductory programming sequence required for all students majoring in Information Technology. Topics include GUI interface development, file I/O, traditional programming data structures, programming utilities and reusability, introductory project design and management concepts and other concepts as time permits. Emphasis is placed on the development of problem-solving skills. Large programming assignments are required.

Course objectives

General:
The purpose of this course is to provide students with an introduction to the advanced concepts and skills needed to support the programming requirements of up-stream courses in the IST curriculum. Specifically, this course is intended to encourage students to continue to develop their problem solving skills, to begin building a “logical toolkit” of algorithms and data structures, and to understand the benefits of reusability. Students should also grasp the basics of program analysis, design and project management skills.

Contribution to Measurable Program Outcome(s):

● Program effectively within the student’s specialty area
● Apply a development life cycle to a problem
● Design and develop a software prototype
● Participate effectively as a team member and/or leader
● Practice user-centered design, development, and deployment
● Make effective oral presentations

Specific:

At the end of this course, a student should be able to implement moderately large programming projects both individually and in a team. Specifically, a student should:

● Demonstrate the ability to create graphical user interfaces based on a problem description.
● Demonstrate the creation and use of reusable objects.
● Demonstrate the use of the language-supplied data structure classes within a program.
● Be able to create, read and write character-based files, showing knowledge of the way data is represented.
● Be able to create, read and write byte-based files, showing knowledge of the way data is
represented.

- Determine when it is appropriate to use threads and demonstrate how to create a multi-threaded program.
- Demonstrate how to communicate between two machines using the network programming classes.
- Be able to design and implement a fairly large project as part of a team.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Lab assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Practical Exam 3</td>
<td>10%</td>
</tr>
<tr>
<td>Final Theory Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Mini Project</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Class format:**

Class hours 4 Lab hours 2

**Course materials and textbooks:**

“Big Java: Compatible with Java 5, 6 and 7” by Cay S. Horstmann
**ISTE-240 Web & Mobile II**

**Course Description**

This course builds on the basics of web page development that are presented in *Web & Mobile I* and extends that knowledge to focus on theories, issues, and technologies related to the design and development of web sites. An overview of web design concepts, including usability, accessibility, information architecture, and graphic design in the context of the web will be covered. Introduction to web site technologies, including HTTP, web client and server programming, and dynamic page generation from a database also will be explored. Development exercises are required.

**Prerequisites:** ISTE-120 and ISTE-140 or equivalent course.

**Course Objectives**

Among others, following topics will be covered in this course:

- Web and Mobile Design, CSS Positioning and Responsive Design
- Information Architecture and the DOM
- CSS Frameworks
- JavaScript, JavaScript Libraries, Client-Side Form Validation
- Introduction to PHP, Server-Side Form Validation
- AJAX with JavaScript and PHP
- Database Connectivity, MySQL, phpMyAdmin

**Learning Outcomes**

By the end of this course, the student should be able to:

- Demonstrate proficiency in web site design, planning and documentation as part of a team.
- Use information design, graphics, and markup languages to create medium scale web sites.
- Use client side programming such as JavaScript and the document object model to create dynamic and interactive web pages.
- Use server side programming and databases to improve site performance, modularization, and separation of logic from data.
- Use the HTTP protocol to properly submit, validate and process user input data.
Grading

Attendance 5 %
Assignments (Homework & In-Class) 20 %
Individual Projects 30 %
Group Projects 30 %
Final Practical 15 %
TOTAL: 100 %

Class format: Class hours 3, Lab hours 0

Course Materials and Textbooks

This course does not require any textbooks. All required readings will be from digital media and will be linked or posted on myCourses.
Course Description

A presentation of the fundamental concepts and theories used in organizing and structuring data. Coverage includes the data modeling process, basic relational model, normalization theory, relational algebra, and mapping a data model into a database schema. Structured Query Language is used to illustrate the translation of a data model to physical data organization. Modeling and programming assignments will be required.

Course objectives

General course goals
Provide students with the foundation skill set required to organize and to structure data for subsequent computer processing. The skill set includes the ability to interpret Entity-Relationship data models, to translate an Entity-Relationship data model into a theoretical data model, to apply normalization theory.

Grading

Your final grade will be based on the work you submit, your demonstration of knowledge on exams, and your participation in the course.

Component Weight
Homework 40% (equal weighting)
Midterm Exam 15%
Midterm Practical 15%
Final Exam 15%
Final Practical 15%

Class format:  Class hours 3  Lab hours 0

Course materials and textbooks:

There are no required textbooks for the course.

If you feel that a textbook would be a helpful resource for you, the following texts are suggestions for this course:

MATH-161 Applied Calculus

Course Description

This course is an introduction to the study of differential and integral calculus including the study of functions and graphs, limits, continuity, the derivative, derivative formulas, application of derivatives, the definite integral, the fundamental theorem of calculus, basic techniques of integral approximation, exponential and logarithmic functions, basic techniques of integration, an introduction to differential equations, and geometric series. Applications in business, management science and life science will be included with an emphasis on manipulative skills.

Course objectives

- To learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of differential and integral calculus.
- To practice the necessary manipulative skills needed to solve problems involving differential and integral calculus.
- To provide a background in mathematics necessary to a study of university mathematics.

Learning outcomes

- Define basic concepts and notation of calculus
- Differentiate and integrate elementary functions
- Demonstrate the necessary skills required to solve problems in differential and integral calculus
- Use differential and integral calculus in solving applied problems

Grading

Three exams ((3*20 = 60)%)
Homework (15%);
Class participation (5%).
Final Exam (20%)
**Class format:** Class Hours 2 Lab hours 2

**Course materials and textbooks:**

Tan, Applied Calculus for the Managerial, Life, and Social Sciences, Brooks/Cole, Pacific Grove, CA.
Free and open Precalculus materials:
Stitz and Zeager, (Basic and Intermediate Algebra, College Algebra, Precalculus), 3th edition, Lulu.com
Math and Statistics Resource Guide is available here: [http://infoguides.rit.edu/mathstat](http://infoguides.rit.edu/mathstat)
- Computer packages and/or graphing calculator Using spreadsheet – Excel and/or Graphing Calculator TI- 83/84 Plus
UWRT-100 Critical Reading and Writing

Course Description

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

Course objectives

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

Learning outcomes

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Draft</td>
<td>10</td>
</tr>
<tr>
<td>Paper 1</td>
<td>10</td>
</tr>
<tr>
<td>Paper 1 Peer Review</td>
<td>5</td>
</tr>
<tr>
<td>Paper 2 (In-class)</td>
<td>10</td>
</tr>
<tr>
<td>Paper 3 Draft</td>
<td>10</td>
</tr>
<tr>
<td>Paper 3</td>
<td>10</td>
</tr>
<tr>
<td>Paper 3 Peer Review</td>
<td>5</td>
</tr>
<tr>
<td>Grammar Test</td>
<td>5</td>
</tr>
<tr>
<td>Punctuation Test</td>
<td>10</td>
</tr>
<tr>
<td>Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Participation/Homework</td>
<td>20</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
</tr>
</tbody>
</table>

Class format: 3 classes per week

Course materials and textbooks:

**Required texts and resources:**

**Suggested texts and resources:**
YEAR 2 – COURSE DESCRIPTIONS
Course Description

The third course in the programming sequence expanding the student’s knowledge base of higher level programming concepts including data structures, algorithm development and analysis, Big-O notation, directed graphs, priority queues, performance, and a greater understanding of how complex software can more easily be designed. Programming assignments are required.

Course Objectives

The purpose of this course is to advance the student’s understanding of the use of data structures in designing a system and other programming related concepts. This includes algorithm development, proper application of data structures, software performance and a greater understanding of advanced programming algorithms are fundamental for developing more efficient software in less time.

Course Outline

- Intro to Data Structures and Algorithmic Complexities
- Number systems and Storing Numbers in Computers
- Memory Management
- Algorithm Analysis
- Performance / Efficiency
- Big-O notation
- Recursion
- Scaling applications
- Advanced Data Structures
- Linear Data Structures - Arrays, Strings, Stacks, Queues, Linked Lists
- Non-Linear Data Structures - Trees, Hash Tables, Heaps, Graphs
- Sorting and Searching Advanced Data Structures
- Producer / Consumer
- Study of Miscellaneous Algorithms

Grading

Exercises (homework and labs) 60%
Exams (theory and practical midterm and final) 40%

Class format:
Class hours 3, Lab hours 0

Course materials and textbooks:
None required.
ISTE-260 Designing the User Experience

Course Description

The user experience is an important design element in the development of interactive systems. This course presents the foundations of user-centered design principles within the context of human-computer interaction (HCI). Students will explore and practice HCI methods that span the development lifecycle from requirements analysis and creating the product/service vision through system prototyping and usability testing. Leading edge interface technologies are examined. Group-based exercises and design projects are required.

Course objectives

<table>
<thead>
<tr>
<th>Requirements Analysis</th>
<th>Diffusion of Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodologies</td>
<td>Design life cycles</td>
</tr>
<tr>
<td>Usability Goals</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>Personas</td>
<td>User Profiles</td>
</tr>
<tr>
<td>Task Analysis and decomposition</td>
<td>Heuristic Evaluations</td>
</tr>
<tr>
<td>Universal/Global/Accessibility/Assistive Technologies</td>
<td>Mobile/Pervasive</td>
</tr>
<tr>
<td>GUI design</td>
<td>Usability Testing</td>
</tr>
</tbody>
</table>

Learning outcomes

<table>
<thead>
<tr>
<th>Upon Successful completion of this course the student will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the usability of consumer products and determine barriers that interfere with product use</td>
<td>Written assignments, class exercises</td>
</tr>
<tr>
<td>Distinguish among the types of methods for gathering information for requirements.</td>
<td>Written Assignments, Exam and project</td>
</tr>
<tr>
<td>Analyze and interpret the data collected to develop appropriate requirements to be used in product design.</td>
<td>Projects and design document</td>
</tr>
<tr>
<td>Develop and use personas and task scenarios to formulate and write usability goals</td>
<td>In-class exercises, and projects</td>
</tr>
<tr>
<td>Iteratively design and prototype an interactive system.</td>
<td>In-class exercises, and projects</td>
</tr>
</tbody>
</table>
Perform and document a heuristic evaluation. In class exercises and Written assignment.

Work effectively in small teams. In Class Exercises and Group projects.

Communicate effectively – written, oral, listening, non-verbal cues. Assessed through written assignments and presentations. In-class exercises, written assignments, and projects.

<table>
<thead>
<tr>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Project (assessed at 3 intervals during the semester)</td>
</tr>
<tr>
<td>Peer evaluations (assessed at 3 intervals)</td>
</tr>
<tr>
<td>Final report documentation and presentation (presented and submitted during the Final Exam Period)</td>
</tr>
<tr>
<td>Individual and Class Assignments (about 10 total)</td>
</tr>
<tr>
<td>Video Assignment (1 assignment)</td>
</tr>
<tr>
<td>Class readiness and participation</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

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

**Course materials and textbooks:**


All other reading assignments will be available free at Books 24 x 7 through Wallace Library.
NSSA-290 Networking Essentials for Developers

Course Description

This is a course in the basics of network communication for software developers. Topics will include the OSI 7-layer model and its realization in the TCP/IP protocol stack. Students will also learn about naming and name resolution as it is used in the internet, plus the basics of routing and switching. The focus in all of this will be on an analysis of how name resolution, routing and switching operate from the developer’s perspective. The specifics of how the socket transport layer appears to the programmer and operates will be a key topic. Finally, an overview of authentication mechanisms and number of examples of the security vulnerabilities of existing communication protocols will be provided to instruct students on the inherent risks of communication via the internet. (Pre-requisite: one year of programming in a high level language)

Course Objectives

This course will provide students with the network knowledge needed to develop and design software applications. At the end of the course, students should be conversant in:

- Network Communications
  - TCP/IP and OSI models
    - Why do we have them?
    - What are they used for?
    - What are the security implications?
  - Physical and Data link communications
    - How do I get data from point A to point B?
    - How do I know it is from this device?
    - How do I send it to everyone or a specific person?
  - Network and Transport Layers
    - What is an IP address?
    - What is DHCP and DNS? Why do we use it? How does it impact my coding?
    - How do we use it?
    - What is private versus public IP addresses?
    - What about firewalls and communications?
    - What are port numbers and sockets? How do I create code that allows for communication that is secure or direct?
- Communications
  - How do I know how the data is being processed or communicating?
What affect does routing over multiple network topologies have on communications?

How does on demand (client) versus server (passive listening) work when sending and receiving data?

Grading

Grading will be based on the quality of submitted work as follows:

Submission
Midterm Exam 25 points
Final Exam 25 points
Quizzes (5 each) 20 points
Homework #1 15 points
Homework #2 15 points
TOTAL 100 points

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

- Networking Essentials (3rd Edition) - Jeffrey S. Beasley, PiyasatNilkaew
Course Description

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

Course objectives

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

Learning outcomes

Students will:

- practice the appropriate writing process strategies: pre-writing, composing and revising, editing, and consideration of audience and purpose
- employ critical and creative thinking skills for self-assessment and reflection on the writing process
- apply the appropriate grammatical and mechanical structures to support the development of their writing and to successfully express meaning
- read advanced college-level texts for the purposes of discussion and composition
- collaborate with peers and learn how to supply effective feedback
- use a range of technologies to address different audiences
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short proposal</td>
<td>10</td>
</tr>
<tr>
<td>Summary</td>
<td>10</td>
</tr>
<tr>
<td>Working Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15</td>
</tr>
<tr>
<td>Draft</td>
<td>15</td>
</tr>
<tr>
<td>Final draft</td>
<td>20</td>
</tr>
<tr>
<td>Participation/Homework</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

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

**Course materials and textbooks:**


MLSP-201 Beginning Spanish I

Course description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

The following categories will determine your grade:

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

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

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

Additional books:

- Keith Chambers; Beginner's Spanish Grammar; teach Yourself Books (or any other grammar of the Spanish language)
MLGR-201 Beginning German I

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

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

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

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

Grading
The following categories will determine your grade:

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

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

- DEUTSCH HEUTE, Premium Website
- DEUTSCH HEUTE, Student Activities Manual
- http://dict.tu-chemnitz.de/ (Beolingus-Your Online Dictionary)
MLIT-201 Beginning Italian I

Course Description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

The following categories will determine your grade:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Homework and/or Other Written Assignments</td>
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<tr>
<td>Quizzes (3 quizzes) (3 x 20)</td>
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</tr>
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<tr>
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<td>10 points</td>
</tr>
<tr>
<td>Class Absences and Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

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


Additional course material:

- Progetto italiano 1 – S. Magnelli, T. Marin – Edilingua
- Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze
- Ecco! Grammatica italiana - Claudio Manella - Progetto Lingua Firenze
- Grammatica essenziale della lingua italiana – Marco Mezzadri - Guerra edizioni Perugia
- Cantachetipassa, 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 Giulì, EdizioneRedux
MLRU-201 Beginning Russian I

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

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

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

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

Grading
The following categories will determine your grade:

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

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

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

„Golosa“ – Student Activity Book

„Golosa“ - CDs

http://www.gwu.edu/~slavic/golosa/golosa.htm
MLFR-201 Beginning French I

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

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

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

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

Grading
The following categories will determine your grade:

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

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

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

*Horizons, Workbook/Lab Manual*—available online via QUIA

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

Additional course material:

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

ISTE-252 Foundations of Mobile Design

Course Description

This course is an introduction to designing, prototyping, and creating applications and Web Apps for mobile devices. These devices include a unique set of hardware and communications capabilities, incorporate novel interfaces, are location aware, and provide persistent connectivity. Topics covered include user interaction patterns, connectivity, interface design, software design patterns, and application architectures. Programming projects are required.

Prerequisite: ISTE-240.

Course objectives

As the percentage of people utilizing mobile devices in everyday life and to access Internet rapidly increases, specific design and implementation considerations need to be taken into account when developing applications and Web Apps for mobile devices. In this course, students will study various approaches and development environments for designing, prototyping, implementing, deploying and testing mobile device software. Advantages and disadvantages of each approach and environment will be discussed followed by hands-on student experience through projects, in-class and homework exercises. Particular attention will be paid to mobile interaction patterns and user interface design as well as to employment of APIs and cross-platform development tools.

Learning outcomes

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

- Differentiate between the design and capabilities of mobile application, web apps and desktop applications
- Utilize available development environments to design, code, test and deploy hybrid mobile applications
- Create effective mobile interfaces utilizing accepted interface conventions
- Create mobile applications utilizing multiple types of digital media
- Create mobile applications that consume web services, and post application data to a data store
Grading

- Mid Semester Exam 20%
- End of Semester Exam 20%
- Homework Exercises (Small Apps) 60%

Class format:

Class 3 hours, Lab 0 hours

Course materials and textbooks:

None required.
ISTE-330 Database Connectivity and Access

Course Description

In this course, students will build applications that interact with databases. Through programming exercises, students will work with multiple databases and programmatically invoke the advanced database processing operations that are integral to contemporary computing applications. Topics include the database drivers, the data layer, connectivity operations, security and integrity, and controlling database access.

Prerequisites: ISTE-120, ISTE-121, ISTE-230.

Course objectives

This course is part of the BS/IT core course offerings that provide fundamental IT skills. Specifically, this course covers foundation database connectivity content for multi-tier architectures.

Learning outcomes

At the end of the successfully completed course students should be able to:

- Apply basic object-oriented programming (OOP) techniques in the development of database-driven applications; evaluated by course lab exercises and/or practicums.
- Implement fully functional database interfaces utilizing various data access APIs such as JDBC or ODBC, for single server, multi-server, and/or multi-client networks; evaluated by course lab exercises and/or practicums.
- Connect to, and issue queries against, different DBMSs; evaluated by course lab exercises, and/or practicums.
- Discuss and implement various standard data access techniques designed to improve DBMS connectivity and access performance; evaluated by in-class discussions, course lab exercises, written reports, practicums, and/or course examinations.
- Compare and contrast similarities and differences between various popular data access APIs, such as DAO, RDO, ADO, ODBC, JDBC, etc.; evaluated by in-class discussions, homework exercises, written reports, and/or course examinations.
Grading

Exercises 20%
Midterm Exams 30%
Final Exam 15%
Project 30%
In Class Participation 5%

Class format:

Class 3 hours, Lab 0 hours

Course materials and textbooks:

None required.
Course Description

The goal of this course is to explore the issues involved in the design and implementation of client-side programming – both web and desktop application based. Topics include standards, browser and Document Object Model manipulation issues, design and deployment of both Web-based and desktop-based clients targeting multiple browsers, operating systems, and platforms. Use of specific Application Programming Interfaces and libraries where appropriate. The course will focus in the design, development, and implementation of usable, effective clients and client interfaces, both desktop and mobile, using multiple technologies.

This course will explore the analysis, design, development, and implementation of client-side programming in the context of Internet technologies, mobile devices, Web-based client systems and desktop applications. Students will learn to design and build usable and effective interactive systems, clients, and interfaces. Key features addressed will include browser and platform compatibility, object reusability, bandwidth and communications issues, development environments, privacy and security, and related technologies and APIs. Programming is required.

Class format: Class hours 3  Lab hours 0

Prerequisites: ISTE-240 Web & Mobile II AND, ISTE-121 Computational Problem Solving in the Information Domain II OR equivalent courses

Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment I - Interactive Form Elements with JS</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment II - Using jQuery To Consume a Web Service</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment III - Consuming a Web Service in C#</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Course materials and textbooks: The following required texts will be available at the bookstore, or via online booksellers such as amazon.com and bn.com:

- JavaScript Essential Training via Wallace Library (online)

In addition to the text(s), online readings might be assigned in class.
Course Description

Quality software designs and architectures reflect software engineering principles that represent best contemporary practice. This course focuses on explicating these fundamental principles, examining a set of design and architecture patterns that embody the principles, and applying patterns appropriate to a design problem in a given context. Restricted to IST majors only.

Prerequisites: ISTE-240 or equivalent course. Co-requisite: ISTE-340 or equivalent course.

Class format: Class hours 3  Lab hours 0

Course Objectives

Quality software designs and architectures reflect software engineering principles that represent best contemporary practice. This course focuses on explicating these fundamental principles, examining a set of design and architecture patterns that embody the principles, and applying patterns appropriate to a design problem in a given context. The course will cover several broad areas of software engineering. Among them:

- Software engineering design principles
- Software design patterns
- Implementation challenges

Learning Outcomes

By the end of this course, the student should be able to:

- Select and apply appropriate design patterns. Assessed by projects, exams.
- Analyze designs in terms of contemporary design principles. Assessed by homework, exams.
- Develop software within the context of architectural styles. Assessed by projects.
- Improve existing systems by refactoring in the context of patterns. Assessed by projects, exams.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Team Project - Phase 1</td>
<td>20%</td>
</tr>
<tr>
<td>Team Project - Phase 2</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Materials and Textbooks

This course does not require any textbooks. All required readings will be from digital media and will be linked or posted on myCourses.
Course Description: This course helps students prepare for co-operative employment ("co-op") by developing job search approaches and material. Students will explore current and emerging aspects of IST fields to help focus their skill development strategies. Students are introduced to the Office of Career Services and Co-op Education, and learn about their professional and ethical responsibilities for their co-op and subsequent professional experiences. Students will work collaboratively to build résumés, cover letters, and prepare for interviewing.

Course Outcomes – You will get the following:

- Your required co-op orientation
- A chance to hear from industry veterans and recruiters
- A thoroughly reviewed resume
- Knowledge of how to use various job search strategies through Handshake and other online search resources, e.g., Indeed and LinkedIn
- An understanding of co-op policies, student responsibilities, and the co-op evaluation process
- An exploration of advanced course concentrations and various opportunities to help you get the job you want

Course Expectations: There will be 8 class sessions. Please turn off cell phones and be prepared to contribute to class discussions by reading the class syllabus in advance. Bring your questions and take advantage of getting the most from our guest speakers – they bring a wealth of information to help you succeed in your co-op experience.

Classroom Attendance: We will allow only one excused absence. We will have makeup opportunities throughout the semester. It is the student’s responsibility to reach out to the instructor for any absences.

Class format: Class hours 1  Lab hours 0

Grading:

Resume, First Draft 50 points
Resume, Final Draft 100 points
Micro Pitch/Presentation Required
Attendance Required

To Pass: Must earn at least 100 points, attend at least 7 classes, and present your Micro Pitch
MLSP 202 Beginning Spanish II

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

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

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

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

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

**TOTAL: 100 points**

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

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

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

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

Course Objectives

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in German speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in German speaking countries today.

Learning Outcomes

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

Grading

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<td>100</td>
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</table>

Class format: Class hours 2  Lab hours 2

Course materials and textbooks:

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

Additional books
• German College Dictionary, Harper-Collins, Second Edition (or any other dictionary of the German language)
• Grammar of the German language
• http://dict.tu-chemnitz.de/ (Beolingus-Your Online Dictionary)
MLIT-202 Beginning Italian II

Course Description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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

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


Additional course material:

- Progetto italiano 1 – S. Magnelli, T. Marin – Edilingua
- Italian Grammar in Practice - Susanna Nocchi - Alma Edizioni Firenze
- Ecco! Grammatica italiana - Claudio Manella - Progetto Lingua Firenze
- Grammatica essenziale della lingua italiana – Marco Mezzadri - Guerra edizioni Perugia
- Cantachetipassa, impararel’italiano con le canzoni, Ciro Massimo Naddeo e Giuliana Trama,
- ALMA Edizioni, 2000
- Cinema italiano, impararel’italiano con i film, ALMA Edizioni, Firenze, a cura di Ciro Massimo Naddeo e Alessandro De Giuli, EdizioneRedux
MLRU-202 Beginning Russian II

Course Description

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

Course Objectives

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

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

Learning Outcomes

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

Grading

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</table>

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

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

„Golosa“ – Student Activity Book

„Golosa“ - CDs

http://www.gwu.edu/~slavic/golosa/golosa.htm
MLFR-202 Beginning French II

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

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

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

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

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

Class format: Class hours 2 Lab hours 2

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

Additional course material:

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

YEAR 3 – COURSE DESCRIPTIONS
**Course Description**

This course provides in-depth work in server-side programming. Students will develop dynamic, data centric web pages and systems, and server-side information services that will be available to clients implemented in a variety of software technologies. Topics include XML parsing, generation, and consumption; web configuration and security; design patterns; web service structures, and application security. Programming projects are required.

**Prerequisites:** SWEN-383 and ISTE-340 or equivalent courses.

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

**Course Objectives**

Among others, following topics will be covered in this course:

- For creating web pages and systems:
  - Server-side programming
  - Database creation, access, and manipulation review
  - Libraries, building and using
  - XML parsing, generation and consumption
  - Configuration and security
  - GET, POST, PUT, DELETE processing
  - Patterns and architecture
  - Command line scripting

- For serving up data:
  - Basic RESTful service structure and construction
  - Mid Tier
  - Proxies
  - Business Layer Implementation
  - Service Layer Implementation
  - OOP PHP
  - Application security

**Learning Outcomes**

By the end of this course, the student should be able to:

- Describe and use web protocols
- Analyze server language strengths and weaknesses
- Build a medium-scale dynamic Web sites, applications and systems
- Use server-side technologies to consume disparate information systems
- User server-side technologies to create information systems that can be consumed by different clients and servers
- Use server-side languages to retrieve and update data from files, file structures, and databases.
Grading

Projects  40%
Exams  40%
Participation  10%
Exercises  10%

Course Materials and Textbooks
This course does not require any textbooks. All required readings will be from digital media and will be linked or posted on myCourses.
ISTE-422 Application Development Practices

Course Description

In this course, students will gain experience with the processes, practices, and tools professional developers use to deliver robust and maintainable applications. Students will apply these practices and tools to build smaller-scale production-quality applications and systems. Topics include development life cycles, version control, test bed development and use, build utilities, error handling, deployment tools, and documentation.

Prerequisites: Completion of one of the following programming courses is required: ISTE-101, ISTE-121 or equivalent, ISTE-200, ISTE-202, IGME-102, IGME-106, 4080-223, 4080-231, CSCI-142, CSCI-242, CSCI-243, 4003-243 or 4003-334.

Course Objectives

Among others, following topics will be covered in this course:

- Development Methodologies, Diagramming Development
- Version Control
- Build Utilities, Testing
- Error Handling, Logging; Bug Tracking, Profiling
- Generic Code, Data-driven Code
- Reverse Engineering
- Efficient Code
- Application Deployment, Help Systems, Documentation

Learning Outcomes

By the end of this course, the student should be able to:

- Compare and contrast development methodologies.
- Describe and use techniques for error handling.
- Use appropriate tools to improve software development, performance, and deployment.
- Explain the concerns when designing software for maintenance.
- Develop documentation and functions to assist both developers and users.

Grading

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<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Project Milestones</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Attendance</td>
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</table>
Class format:  Class hours 3  Lab hours 0

Course Materials and Textbooks

This course does not require any textbooks. All required readings will be from digital media and will be linked or posted on myCourses.
SOCI-102 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, and as a prerequisite for the required cultures in globalization.

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
TOTAL 100 points

Class format: Class hours 3  Lab hours 0

Course materials and textbooks:


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

Additional readings:
- Cuntz, Stephanie: The way we really are, Basic Books, 1998.
- Bloom, A. The Closing of the American Mind, Simon and Shuster, 1987
- RIT Research Databases

Documentary and feature films (video Presentations)
Course Description

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

Goals of the course

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

Learning outcomes

Students will:

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

Graded Assignments
Reader Response Journals/Portfolio
Poetry test
Short story test
Student-led discussion on selected contemporary short story
Test on student-selected stories
Final creative essay
Participation

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

**Course materials and textbooks:**

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

Additional required readings may be posted on My Courses. These readings will be announced by the professor. Students will be expected to download, print, read and save these texts.
MLSP-301 Intermediate Spanish I

Course Description

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

Course Objectives

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

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

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

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

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<tr>
<td>Homework and/or Other Written Assignments</td>
<td>10</td>
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<tr>
<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
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<td>Debates</td>
<td>7</td>
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<td>Final Writing Exam (Essay)</td>
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<td><strong>100</strong></td>
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**Class format:**  Class hours 2  Lab hours 1

**Course materials and textbooks:**


**Additional books**

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

An English-Spanish/Spanish-English dictionary is strongly recommended
MLIT-301 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.

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

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Class format: Class hours 2 Lab hours 1

Course materials and textbooks:
● Bar Italia, by Annamaria Di Francesco e Ciro Massimo Naddeo
● Crescendo, Workbook/Lab Manual and Audio CDs

**Additional Course Material:**

● Giocare con la letteratura, by Carlo Guastalla, Alma Edizioni, Firenze
● Pro e contro 1/2, conversare e argomenatare in italiano, PazitBarki e PierangelaDiadori, livellointermedio, librodellostudente, Bonaccieditore, secondaedizione, Roma, 1999
● Pro e contro, conversare e argomenatare in italiano, PazitBarki e PierangelaDiadori, livellointermedio, guida per l’insegnante, Bonaccieditore, secondaedizione, Roma, 1999
MLGR-301 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.

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

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</table>

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

- KALEIDOSKOP, Eighth Edition, Premium Website

Additional books:

- An English-German/German-English dictionary is strongly recommended
- http://dict.tu-chemnitz.de/
- http://wordreference.com/
MLRU-301 Intermediate Russian I

Course Description

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

Course objectives

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

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

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

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

Grading

| Homework and/or Other Written Assignments | 10 points |
| Grammar and Vocabulary Quizzes (3 x 15) | 45 points |
| Debates | 7 points |
| Course Project/Presentation | 8 points |
| Final Oral Examination | 10 points |
| Final Writing Exam (Essay) | 10 points |
| Class Absences and Class Participation | 10 points |
| **TOTAL** | **100 points** |
**Class format:** Class hours 2 Lab hours 1

**Course materials and textbooks:**


„Golosa“ – Student Activity Book

„Golosa“ – CDs
MLFR-301 Intermediate French I

Course Description

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

Course Objectives

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

Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in French on a chosen topic.

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

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
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<td>Grammar and Vocabulary Quizzes (3 x 15)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
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
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
ANTH-350 The Global Economy and Grassroots (LAS I-1)

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 pts
Second Exam (in week 15) 20 pts
In Class Discussions 15 x 2 30 pts
Class participation 15 pts
TOTAL 100 points

Class format: Class hours 3  Lab hours 0
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. Pleysers, Geoffrey, and Alain Touraine, Alter-Globalization
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

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

Documentary and feature films (video Presentations)
**Course Description**
When building larger-scale web applications, there are a myriad of concerns that range from technology, framework, and architecture selection to runtime performance optimization. This course focuses on the development of integrated web applications that consume information served from one or many sources. Trends in web application development are identified and assessed. Programming projects are required.

**Prerequisites:** ISTE-341 or equivalent courses

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

**Course Objectives**
Among others, following topics will be covered in this course:
- Principles of Client-Server distributed code in a web environment (protocols, languages, architectures)
- Client-side rendering environments (HTML5, SVG, proprietary technologies)
- Server-side development environments (PHP, Perl, content management system, application architectures)
- Dynamic generation of client-side code at the server
- Communication between client and server (GET and POST, AJAX, JSON)
- Each student will choose an advanced topic and present it

**Learning Outcomes**
By the end of this course, the student should be able to:
- Write applications which are browser and platform independent. Assessed by individual projects.
- Integrate client-server technologies by dynamically generating client-side code at the server that has the ability to manipulate the DOM on the client. Assessed by individual projects.
- Write programs and GUIs using technologies such as SVG, JavaScript, PHP, SQL and other scripting environments to gain competence with current and future practices. Assessed by individual projects.
- Research new technologies and techniques. Assessed by in-class presentations.
### Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam on Web Application Security</td>
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</tr>
<tr>
<td>Assignment 1: Self-Guided Study</td>
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</tr>
<tr>
<td>Assignment 2: Multi-User Interactive Turn-Based Game</td>
<td>50%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Course Materials and Textbooks


In addition to the books, online readings might be assigned in class.
Course Description

Web developers often need to go beyond building Web pages and client-server programming to plan, install, configure, develop, and maintain the Web servers that host their sites. They need to understand issues of scalability, performance, and security as they apply to deploying a Web presence.

Course objectives and learning outcomes

This course provides a practical hands-on approach to development, configuration, and administration of Web server platforms. Topics include issues of and approaches to scalability, multiple server systems, security, and auditing, as well as the many configuration options, modules, and server alternatives available. By the end of the course, each student will be expected to:

- Understand the security and auditing aspects of web server programming
- Demonstrate the ability to install and analyze scalability and performance issues
- Install, configure, develop and maintain web servers

Grading

Attendance and Class Participation 10
Tests 40 (20+20)
Group project 30
Homework 20
TOTAL 100

Class format: Class hours 3 Lab hours 0

Course materials and textbooks:

The following are sample texts, from which excerpts might be assigned:
- Linux Apache Web Server Administration (Linux Library)
- Run Your Own Web Server Using Linux & Apache
  Additional material distributed in class and/or via MyCourses
ENVS-150 Ecology of Dalmatian Coast

Course Description

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

Goals of the course

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

Learning Outcomes

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

Grading

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

**Course materials and textbooks:**


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

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

Rather than a course in the history of ethics, this course serves as an introduction to the practice of ethical deliberations and discussions.

Course objectives

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

Learning outcomes

The main outcomes of this course are:

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

Grading

- Class participation (active participation in class discussions and writing comments on class material): 30 pts
- Two quizzes: 60 pts
- Final presentation: 10 pts
Class format:
Class hours 3 Lab hours 0

Course materials and textbooks:
Possible resources (a narrower choice will be made according to the availability of the material):

Meta-ethical theories:
- G. Graham, *Theories of Ethics*
- D. Brink, “Autonomy of Ethics”
- H. Sidgwick, *The Methods of Ethics*
- R. Shafer-Landau, *Fundamentals of Ethics*
- G. E. Moore, *Principia Ethica*

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

Additional online sources:
- Stanford Encyclopedia of Philosophy
- RIT databases (Wallace Library)
- Films
MLSP-302 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 re-view, composition, business-letter writing, Spanish for the Professions, and culture, while also including work in speaking and listening. The basic skills learned in the first year courses are now put into practice. In addition to the language work, there is significant work on cultural topics of Spanish-speaking countries at the intermediate level. (MLSP-301 Intermediate Spanish I or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish) Class 3, Credit 3 (S)

Course Objectives

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

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

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

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

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

Class format: Class hours 2 Lab hours 1

Course materials and textbooks:


Additional books:

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

An English-Spanish/Spanish-English dictionary is strongly recommended
MLIT-302 Intermediate Italian II

Course Description

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

Course Objectives

This course is designed to help students improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises.

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

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

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

TOTAL 100 points

Class format:  Class hours  2  Lab hours 1

Course materials and textbooks:

- Crescendo, Workbook/Lab Manual and Audio CDs
- Ponti, italianoterzomillenio, 3rd edition, 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, PazitBarki e PierangelaDiadori, livellointermedio, librodellostudente, Bonaccieditore, secondaedizione, Roma, 1999
- Pro e contro, conversare e argomenatare in italiano, PazitBarki e PierangelaDiadori, livellointermedio, guida per l’insegnante, Bonaccieditore, secondaedizione, Roma, 1999
MLGR-302 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.

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

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</table>

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

- KALEIDOSKOP, Eighth Edition, Premium Website

Additional Course Material

- An English-German/German-English dictionary is strongly recommended
- http://dict.tu-chemnitz.de/
- http://wordreference.com/
MLRU-302 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.

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</table>
**Class format:** Class hours 2  Lab hours 1

**Course materials and textbooks:**


„Golosa“ – Student Activity Book

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

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

**Course materials and textbooks:**

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

**Bravo!**, Student Activities Manual, , Muyskens, Harlow, Viallet, 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
YEAR 4 – COURSE DESCRIPTIONS
ISTE-500 Senior Development Project I

Course Description
The first course in a two-course, senior level, system development capstone project. Students form project teams and work with sponsors to define system requirements. Teams then create architectures and designs, and depending on the project, also may begin software development. Requirements elicitation and development practices introduced in prior coursework are reviewed, and additional methods and processes are introduced. Student teams are given considerable latitude in how they organize and conduct project work.

Course objectives
To learn all phases in project management with special emphasize on:

- Initiation phase
- Definition phase
- Design phase
- Development phase

Learning outcomes
- Students will learn the basic about delivering a prototype or 'proof of concept';
- Students will be oriented towards defining requirements and design limitations of project;
- Students will be faced with research and development phase as crucial in IT project;
- Students will master team reporting.

Grading

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Use Case Documentation</td>
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<tr>
<td>PM Documentation</td>
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</tr>
<tr>
<td>System Design Documentation</td>
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</tr>
<tr>
<td>Peer Review</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Class format:** Class hours 3; Lab hours 0

**Course materials and textbooks:**


Course Description

This course extends the material covered in the Foundations of Mobile Design course and provides students with experience writing native applications for mobile devices such as Smartphones in one of the current major platforms. These devices are exceptionally portable, have unique sets of hardware and communications capabilities, incorporate novel interfaces, are location aware, and provide persistent connectivity. Students are encouraged to make use of these unique characteristics and operating properties to develop innovative applications. Programming projects are required.

Prerequisites

ISTE-452 Foundations of Mobile Design, ISTE-340 Client Programming, or instructor permission

Course objectives and learning outcomes

The purpose of this course is to provide students with the experience of creating native applications for mobile phones. Topics covered include user interaction patterns, connectivity, interface design, software design patterns, and application architecture within the context of mobile computing.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Mini Project</td>
<td>20</td>
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<tr>
<td>Weekly Homework</td>
<td>20</td>
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<tr>
<td>Final Project</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
</tbody>
</table>

Class format: Class 3 hours, Lab 0 hours

Course materials and textbooks: None required.
Course description

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

Course objectives

This course will introduce students to interdisciplinary environmental problems with a focus on the underlying scientific principles surrounding the issues. Students will learn problem solving techniques that integrate concepts and tools across disciplines and learn to conceptualize environmental problems from multiple perspectives.

Learning Outcomes

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

Grading

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

Class format: Class hours 2 Lab hours 2

Course materials and textbooks:

Griffin, J.M. Global Climate Change: the science, economics and politics. The Bush School, College Station, TX

Course Description
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 pts
Second Exam (in week 15)  20 pts
In Class Discussions 15 x 2  30 pts
Class participation  15 pts
TOTAL  100 points

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

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

15. Wallach, Lori, and Patrick Woodall, Whose Trade Organization?
16. Hira, Ron, and Anil Hira, Outsourcing America
17. Lappý, Frances Moore and Anna Lappý, Hope’s Edge
18. Pleyers, Geoffrey, and Alain Touraine, Alter-Globalization
22. Thomas, Janet, The Battle in Seattle: The Story behind and beyond the WTO Demonstrations
23. Iglesias Prieto, Norma, Beautiful Flowers of the Maquiladora
24. Marcos, Subcomandante Insurgente, Our Word is Our Weapon: Selected Writings
25. Barlow, Maude and Tony and Clarke, Global Showdown
26. Ross, Andrew, ed., No Sweat
27. Stiglitz, Joseph, Globalization and Its Discontents

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

Documentary and feature films (video Presentations)
ISTE-501 Senior Development Project II (capstone course)

Course Description

The second course in a two-course, senior level, system development capstone project. Student teams complete development of their system project and package the software and documentation for deployment. Usability testing practices introduced in prior coursework are reviewed, and additional methods and processes are introduced. Teams present their developed system and discuss lessons learned at the completion of the course. This course is a capstone course for the Web and Mobile Computing program.

Course objectives

To learn all phases in project management with special emphasize on:

● Implementation phase;
● Follow-up phase.

Learning outcomes

● Students will be oriented towards construction of the actual project result;
● Students will produce software package;
● Students will master making documentation.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Status Reports</td>
<td>25</td>
</tr>
<tr>
<td>Documentation</td>
<td>15</td>
</tr>
<tr>
<td>Final Deliverable</td>
<td>30</td>
</tr>
<tr>
<td>Peer Review</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Class format: Class hours 3; Lab hours 0

Course materials and textbooks:

Scott Berkun; Making Things Happen: Mastering Project Management (Theory in Practice), Revised Edition; O'Reilly; 2008; ISBN-10: 0596517718

ISTE-456 Mobile Applications Development 2

Course Description

This course extends the Mobile Application Development I experience to medium-size form factor mobile devices such as slates and tablets. Compared to smartphones, these devices have much larger screen areas, and have the potentials for more processing power, higher capacity memories, additional sensors, and higher capacity batteries. Students are encouraged to make creative use of these increased display and computing resources to develop innovative applications. Programming projects are required.

Prerequisites

ISTE-252 Foundations of Mobile Design, ISTE-340 Client Programming, or instructor permission

Course objectives and learning outcomes

The purpose of this course is to provide students with the experience of creating native applications for mobile phones and tablets. Topics covered include user interaction patterns, connectivity, interface design, software design patterns, and application architecture within the context of mobile computing for mobile platform Android.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Project</td>
<td>20</td>
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<tr>
<td>Weekly Homework</td>
<td>20</td>
</tr>
<tr>
<td>Final Project</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
</tbody>
</table>

Class format: Class 3 hours, Lab 0 hours

Course materials and textbooks: None required.
SOCI-230 Sociology of Work (Gen Ed Elective)

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

Course Objectives

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

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

Learning Outcomes
Students will be able to:

- define and appropriately use key concepts concerning sociological perspectives of work and social research in general
- apply discipline-specific vocabulary in written or presentational assignments
- analyze, interpret and discuss texts concerning different aspects of work and its relation to other areas of social life
- describe the processes governing development and evolution of concepts of work and leisure over time
• compare different sociological perspectives on work with different work experiences (their own or those of people close to them)
• discuss the impact of “work cultures and styles” on the quality of human living, customs, and relations as a whole
• analyze processes in working environments from multiple perspectives
• design and carry out small research project collecting and analyzing both qualitative and quantitative data by using appropriate methodology
• write sociological research papers based on original research.
• demonstrate the origins of their ideas by referencing sources used in their work
• formally present a paper based on original research in a polished, professional way

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

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four exams</td>
<td>20 pts</td>
</tr>
<tr>
<td>In Class Discussions</td>
<td>20 pts</td>
</tr>
<tr>
<td>Project</td>
<td>20 pts</td>
</tr>
<tr>
<td>Class participation</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

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

**Course materials and textbooks:**

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

Excerpts from:

- Emile Durkheim
- 5.1.2 Karl Marx
- 5.1.3 Max Weber
- 5.1.4 Talcott Parsons
- 5.1.5 George Herbert Mead
- 5.1.6 Peter L. Berger and Thomas Luckmann
- 5.1.7 Antony Giddens

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

Documentary and feature films (video Presentations)
ENGL-361 Technical Writing

Course Description

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

Assignments are designed to challenge students intellectually and to stimulate all language skills: writing, speaking, listening and reading. In-class activities will primarily aim to be communicative activities, and students will be using contemporary texts, while the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency and writing skills. Students will read, understand, interpret, and synthesize a variety of texts representing different cultural perspectives and/or academic disciplines.

Students will master syntax, grammar, punctuation, and spelling feature in an applied way: they will have to immediately apply various structures in conversation or written/oral exercises. Students will also practice to take notes from written texts and/or during lectures.

The instructor will also organize writing labs, where students will be correcting each other thus learning from each other’s mistakes.

Learning Outcomes

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

Grammar Quiz 1 15 points
Grammar Quiz 2 15 points
Vocabulary Quizes 20 points (10x2)
Spelling Quiz 10 points
Group Assignment  (Listening, Comprehension and Writing Exercise) 25 points
Class Participation and Attendance 15 points
Total number of points: 100 points

Class format: Class hours 3; Lab hours 0

Course materials and textbooks:


Additional Course Materials

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

Other Resources

Students could find the following websites helpful for the improvement of their writing skills.

[www.grammarly.com](http://www.grammarly.com) and [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)