

**RIT CROATIA PROGRAM DELIVERY PLAN FOR ACADEMIC YEAR 2023/2024**

**PROGRAM TITLE: BUSINESS ADMINISTRATION: GLOBAL BUSINESS**

**MANAGEMENT (Year 1) / BUSINESS ADMINISTRATION: INTERNATIONAL**

**BUSINESS (Years 2-4)**

**TYPE OF PROGRAM:** Undergraduate professional program

**LOCATION:** Zagreb

**FALL SEMESTER DATES:** September 4<sup>th</sup> – December 21<sup>st</sup>

**FALL SEMESTER FINALS:** December 13<sup>th</sup> – 19<sup>th</sup>

**SPRING SEMESTER DATES:** January 15<sup>th</sup> – May 10<sup>th</sup>

**SPRING SEMESTER FINALS:** May 2<sup>nd</sup> – 8<sup>th</sup>

**LANGUAGE:** English





	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00	5:30	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30								
	Topics in Probability - 3140 PL, MR (Eastern) ONLINE OS			Writing Seminar WR11-02 (Cherry) SMI ONLINE OS			Intermediate Spanish II ML-SP-03 (Pardo) SMI online OS			Topics in Probability - 2150 PL, MR (Eastern) ONLINE OS																										
	Beginning German II ML-GA-02 (Schwartz) SMI online OS			Writing Seminar WR17-08 (Kopacovic) SMI ONLINE OS									Intermediate German II ML-GA-03 (Schwartz) SMI online OS																							
	General Problem Solving I SCS-02 (Schwartz) SMI Lab 1			Computational Problem Solving II SCS-03 (Schwartz) SMI Lab 2									Intro to DE and Data Mod. 191F-20 (Petrovic) SMI Lab 2			Intro to DE and Data Mod. 191F-20 (Petrovic) SMI Lab 3																				
	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1							
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	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7							
	Organizational Behavior MGMT-213 (Ward) SMI Room 1			Organizational Behavior MGMT-213 (Ward) SMI Room 7									New Media Design Digital Survey II MMS-712 (Zelisko) SMI Lab 9			New Media Design Digital Survey II MMS-712 (Zelisko) SMI Lab 9			Foundations of Media Design D15-20 (Petrovic) SMI Lab 5			Lab 6			Lab 7			Lab 8			Lab 9					
	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10							
	AMQ Introduction I MMS-102 (Petrovic) SMI Lab 3			New Media Design Digital Survey II MMS-712 (Zelisko) SMI Lab 9									Writing Seminar WR17-08 (Kopacovic) SMI Room 10			Writing Seminar WR17-08 (Kopacovic) SMI Room 10			Survey Account to National Art ART1-122 (Matošić) SMI Room 10			Room 10			Room 10			Room 10			Room 10					
	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab 12							
	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20	Room 20							
	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30	Room 30							
	Psychological Disorders - SMI PSYC-221 (Macklin) SMI Room 30			Psychological Disorders - SMI PSYC-221 (Macklin) SMI Room 30									Beginning French II ML-FR-32 (Kopacovic) SMI MC Room 3			Intermediate French II ML-FR-32 (Kopacovic) SMI MC Room 3			VC Room 4			VC Room 5			VC Room 6			VC Room 7			VC Room 8			VC Room 9		

DL = Distance Learning Course

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

### YEAR 1

FALL 1						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGMT - 101	Business 1: Introduction to Business Communication, Planning & Analysis	3	0	3	5	Tajana Barbić, Vanja Vejzagić
ACCT - 110	Financial Accounting	3	0	3	6	Peter Schmidt
ECON - 101	Principles of Microeconomics	3	0	3	5	Jasminka Samardžija
UWRT - 100	Critical Reading & Writing	3	0	3	5	Jakob Patekar, Evelina Miščin, Z. Friganović Sain R. Charry
MATH - 101	College Algebra	3	0	3	5	Kristijan Tabak, Kristina Šorić

SPRING 1						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGMT - 102	Business 2: Business Planning and Professional Development	1	0	1	2	Nina Antičić, Scott Coleman
ACCT - 210	Management Accounting	3	0	3	6	Vanja Vejzagić
ECON - 201	Principles of Macroeconomics	3	0	3	5	Jasminka Samardžija
ENVS - 140	Introduction to Ecology	2	1	3	5	Staša Puškarić
MGIS - 130	Information Systems and Technology	3	0	3	6	Daniel Bara
MATH - 161	Applied Calculus	2	2	4	5	Kristina Šorić

Years 1: Classes as per the GBM Program Outline – Academic Year 2023/2024



## YEAR 2

### PATTERN 1

FALL 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MKTG - 230	Principles of Marketing	3	0	3	6	Nina Antičić
FINC - 220	Financial Management	3	0	3	6	Iva Čondić-Jurkić
INTB - 225	Global Business Environment	3	0	3	6	Vanja Vejzagić
STAT - 145	Introduction to Statistics I	3	0	3	5	Kristijan Tabak, Azra Tafro
MLFR - 201	Beginning French I	2	2	4	5	Tea Kovačević
MLGR - 201	Beginning German I	2	2	4	5	Nikolina Božinović
MLIT - 201	Beginning Italian I	2	2	4	5	Ana Gudelj
MLSP - 201	Beginning Spanish I	2	2	4	5	Barbara Perić

### PATTERN 2

FALL 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MKTG - 230	Principles of Marketing	3	0	3	6	Nina Antičić
MGIS - 130	Information Systems and Technology	3	0	3	6	Daniel Bara
INTB - 225	Global Business Environment	3	0	3	6	Vanja Vejzagić
STAT - 145	Introduction to Statistics I	3	0	3	5	Kristijan Tabak, Azra Tafro
MLFR - 201	Beginning French I	2	2	4	5	Tea Kovačević
MLGR - 201	Beginning German I	2	2	4	5	Nikolina Božinović
MLIT - 201	Beginning Italian I	2	2	4	5	Ana Gudelj
MLSP - 201	Beginning Spanish I	2	2	4	5	Barbara Perić

Year 2: Classes as per the IB Program Outline – Academic Year 2022/2023

SPRING 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGIS - 130	Information Systems and Technology	3	0	3	6	Daniel Bara
MGMT - 215	Organizational Behavior	3	0	3	6	Maja Vidović, Jasminka Samardžija
STAT - 146	Intro to Statistics II	2	2	4	5	Kristijan Tabak
UWRT - 150	Writing Seminar	4	0	3	5	J.Patekar, Z.Friganovic Sain, R. Charry, E. Miščin
MLFR - 202	Beginning French II	2	2	4	5	Tea Kovačević
MLGR - 202	Beginning German II	2	2	4	5	Nikolina Božinović
MLIT - 202	Beginning Italian II	2	2	4	5	Ana Gudelj
MLSP - 202	Beginning Spanish II	2	2	4	5	Barbara Perić
	IB Co-op 1	0	400	0	12	Barbara Jerečić

## PATTERN 1

## PATTERN 2

SPRING 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
FINC - 220	Financial Management	3	0	3	6	Iva Čondić-Jurkić
MGMT - 215	Organizational Behavior	3	0	3	6	Maja Vidović, Jasminka Samardžija
STAT - 146	Intro to Statistics II	2	2	4	5	Kristijan Tabak
UWRT - 150	Writing Seminar	4	0	3	5	J.Patekar, Z.Friganovic Sain, R. Charry, E. Miščin
MLFR - 202	Beginning French II	2	2	4	5	Tea Kovačević
MLGR - 202	Beginning German II	2	2	4	5	Nikolina Božinović
MLIT - 202	Beginning Italian II	2	2	4	5	Ana Gudelj
MLSP - 202	Beginning Spanish II	2	2	4	5	Barbara Perić
	IB Co-op 1	0	400	0	12	Barbara Jerečić

## YEAR 3

FALL 3						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
INTB - 300	Cross-Cultural Management	3	0	3	6	Kevin Walker
DESC - 310	Operations Management	1,5	1,5	3	6	Kristina Šorić
MGMT - 340	Business Ethics and Corporate Social Responsibility	3	0	3	6	Milena Kužnin, Vali Marszalek
PSYC - 101	Introduction to Psychology	3	0	3	5	Ana Havelka Meštović
MLFR - 301	Intermediate French I	2	1	3	4	Tea Kovačević
MLGR - 301	Intermediate German I	2	1	3	4	Nikolina Božinović
MLIT - 301	Intermediate Italian I	2	1	3	4	Ana Gudelj
MLRU - 301	Intermediate Russian I	2	1	3	4	Ana Peković
MLSP - 301	Intermediate Spanish I	2	1	3	4	Barbara Perić

SPRING 3						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
INTB - 315	Exporting and Global Sourcing	3	0	3	6	Peter Schmidt
COMM - 253	Communication	3	0	3	5	Jagoda Poropat Darrer
MKTG - 330	Global Marketing	3	0	3	5	Nina Antičić
ENGL - 312	American Literature	2	1	3	5	Evelina Miščin
PSYC - 225	Social Psychology	3	0	3	5	Ana Havelka Meštović
MLFR - 302	Intermediate French II	2	1	3	4	Tea Kovačević
MLGR - 302	Intermediate German II	2	1	3	4	Nikolina Božinović
MLIT - 302	Intermediate Italian II	2	1	3	4	Ana Gudelj
MLSP - 302	Intermediate Spanish II	2	1	3	4	Barbara Perić
	IB Co-op 2	0	400	0	12	Barbara Jerečić
	Intro to Psychology (new intake)	3	0	3	5	Ana Havelka Meštović

Year 4: Classes as per the IB Program Outline – Academic Year 2020/2021, and updated PLOs and CLOs



## YEAR 4

FALL 4						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
MGMT - 560	Strategic Management	3	0	3	6	Milivoj Marković
ENVS - 151	Scientific Inquiries in Environmental Science	2	2	4	6	Staša Puškarić
PSYC - 223	Cognitive Psychology	3	0	3	6	Ana Havelka Meštović
ANTH - 328	Heritage and Tourism	3	0	3	6	Francis Brassard
ACCT - 430	Cost Accounting	3	0	3	6	Vanja Vejzagić
ANTH - 350	Global Economy and Grassroots	3	0	3	6	Vanda Bazdan
MKTG - 350	Consumer Behavior	3	0	3	6	Nina Antičić
MKTG - 370	Advertising and Promotion Management	3	0	3	6	Danijel Carev
FINC - 352	Financial Management II	3	0	3	6	Iva Čondić-Jurkić
FINC - 362	Intermediate Investments	3	0	3	6	Iva Čondić-Jurkić
HRDE - 380	HR Management	3	0	3	6	Maja Vidović
MGMT - 320	Organizational Effectiveness Skills	3	0	3	6	Maja Vidović

SPRING 4						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
INTB - 550	Competing Globally	3	0	3	6	Milivoj Marković, Ante Lučić
ENGL - 210	Literature and Cultural Studies	3	0	3	6	Evelina Miščin, Ana Gudelj
PSYC - 221	Psychological Disorders	3	0	3	6	Ana Havelka Meštović
PHIL - 202	Foundations of Moral Philosophy	3	0	3	6	Luka Boršić Vanda Bazdan
PHIL - 311	East Asian Philosophy	3	0	3	6	Francis Brassard
SOCI - 230	Sociology of Work	3	0	3	6	Vanda Bazdan
FINC - 489	Seminar in Finance: Bitcoin	3	0	3	6	Peter Schmidt
ACCT - 360	Intermediate Financial Accounting	3	0	3	6	Vanja Vejzagić
ACCT - 420	Personal and Small Business Taxation	3	0	3	6	Peter Schmidt
MKTG - 320	Digital Marketing	3	0	3	6	Angela Krčelić
MKTG - 360	Professional Selling	3	0	3	6	Nina Antičić
FINC - 430	Advanced Corporate Financial Planning	3	0	3	6	Iva Čondić-Jurkić
FINC - 420	International Finance	3	0	3	6	Iva Čondić-Jurkić
MGMT - 310	Leading Cross-Cultural and Virtual Teams	3	0	3	6	Milena Kužnin

MGMT - 330	Design Thinking and Concept Development	3	0	3	6	Velebit Mirić
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Years 3 – 4: Classes as per the IB Program Outline – Academic Year 2020/2021, and updated PLOs and CLOs

\*\* Throughout the course of their studies at RIT Croatia, students will participate in a number of activities, seminars, and workshops (RIT 365, Careers in Business, Second Year Seminar....) that will prepare them for all aspects of their college journey at RIT Croatia and contribute to their overall career development.

# **YEAR 1 – COURSE DESCRIPTIONS**

## General Information

Course title:	Business I
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This is the first of a two-course sequence, 4 credit year long experience, comprising the freshman-integrated experience. In Business 1, students will be introduced to the key functional areas of business, discuss current factors, events, and trends that impact business, build professional, personal leadership, communication, and teamwork skills, and evaluate business decisions, and the business plan process. By understanding the key functions of business and analyzing business decisions in Business 1, students will be able to then develop their own business ideas in Business 2.

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### Course objectives:

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

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### Conditions for enrolment in the course:

None/prerequisite

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Conduct research through the use of relevant databases

**CLO2:** Explain key business functions

**CLO3:** Describe the impact of social, economic, global, and technology trends and news on business decisions

**CLO4:** Create a business product idea and business pitch

**CLO5:** Use business communication and networking skills

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### Course content:

- The Framework for Business the Business Environment
  - Business Ethics and Social Responsibility
  - Evaluation of Business Opportunities
  - Small Business and Entrepreneurship
  - Business Formation: How to Start a Business?
  - Key business functions
  - Business Idea
  - Planning in Business
  - Business Decisions
  - Elements of Business plan
  - Management in Business
  - Business Communication
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### Teaching delivery methods:

- Lectures
  - Seminars
  - Workshops
  - Exercises
  - Project work
  - Business cases
  - Multimedia
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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

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**Monitoring student work:**

Activity	ECTS
Short Assignment	0.5
Quiz	0.75
In-class Practice	1
Business Idea	1.75
Final Exam	1
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<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Short Assignment	10
Quiz	15
In-class Practice	20
Business Idea	35
Final Exam	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- **Snow, M., Williams, K.**, (2018) BUSN – Introduction to Business, International 11th edition. Nelson Education Ltd.

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**Additional reading:**

As discussion of current events will also make up a significant component of the course, students are *strongly* encouraged to follow current events in the business world. Suggested news sources include:



- Financial Times
- The Economist
- TechCrunch
- VentureBeat

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	ACCT.110 Financial Accounting
Course leader:	Peter Schmidt
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the basic concepts and terminology in the field of accounting
- To understand the role of accounting and its impact and influence in business
- To prepare students for other courses in accounting, taxation and finance

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply the bookkeeping rules of an accrual accounting system to a wide set of basic business transactions
- CLO2:** Apply the accounting process to make a set of financial statements
- CLO3:** Analyze financial ratios constructed from financial statement data

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### Course content:

- Introducing accounting concepts
- Recording business transactions
- Income measurement and period adjusting

- Closing accounts and books
- Preparing financial reports
- Reporting cycle
- Merchandising
- Cash
- Securities
- Receivables
- Inventory
- Property, Plant, and Equipment
- Current liabilities
- Long-term liabilities
- Shareholders' Equity
- Cash flow statement
- Using accounting information
- International transactions
- Ratios
- Ethics in accounting

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### Teaching delivery methods:

- Lectures (flipped classroom format: recorded lectures)
- In-class exercises
- In-class discussions
- Accounting project work

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in class discussions

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### Monitoring student work:

Activity	ECTS
Quizzes	1.3
Mid-term 1	1.3
Mid-term 2	1.3
Accounting project	0.7
Final exam	1.3
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Quizzes	22
Mid-term 1	22
Mid-term 2	22
Accounting project	12
Final exam	22
Total:	100

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#### Required reading:

- Larry M. Walther (2019). *Principles of accounting*. Independently published. <https://www.principlesofaccounting.com/>

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#### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.

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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	ECON.101 Principles of Microeconomics
Course leader:	Doc.dr.sc. Jasminka Samardžija
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- This course provides an introduction to microeconomics with an emphasis on supply and demand, the consumer, the producer, economic equilibrium, efficiency and equity, market failures, and government intervention in markets. In this context, the course has three broad objectives.
- 1) It is designed to help students to understand basic economic concepts and problems related to the behavior and interaction of individuals. It examines how individuals make decisions, markets allocate resources through the price mechanism, and problems relating to imperfect competition, externalities (like pollution), common resources, imperfect information, and poverty and inequality.
- 2) It is designed to give students a feel for the methods which economists use to understand individual behavior and interactions. It introduces students to a variety of models, including optimizing models of consumer and firm behavior, partial and simple general equilibrium models, and models of perfect competition.
- (3) Finally, it attempts to help students to develop an ability to apply the methods and models in seeking solutions to the economic problems confronting society.

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### Conditions for enrolment in the course:

None/prerequisite

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Apply economic principles to market analysis

**CLO2:** Analyze market equilibrium and elasticity

**CLO3:** Evaluate government policies and market outcomes in perfectly competitive markets

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### Course content:

- Basic concepts of economics
  - Market supply & Market demand
  - Gains from Trade & Economic Coordination
  - Elasticity of Demand & Elasticity of Supply
  - Efficiency and Equity
  - Benefit, Cost and Surplus
  - Externalities
  - Government actions in markets: rent ceiling & minimum wage
  - Government actions in markets: taxes production quotas and subsidies
  - Utility and Demand
  - Utility maximizing choices and paradox of value
  - Possibilities, Preferences and Choices
  - Predicting consumer choices
  - Organizing Production
  - Output and Cost: total, marginal & average cost and product
  - Long run costs
  - Perfect competition: output price and profit in the short run
  - Perfect competition: output price and profit in the long run
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### Teaching delivery methods:

- Lectures
  - Problem solving in small teams
  - Group discussion
  - Exercises
  - Project work
  - Personal research
  - Class presentation
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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions



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**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Assignment 1 (HW1)	0.25
Assignment 2 (HW2)	0.25
Assignment 3 (Midterm 1)	1
Assignment 4 (HW3)	0.25
Assignment 5 (Midterm 2)	1
Assignment 6 (HW4)	0.25
Assignment 7 (Final project)	0.5
Assignment 8 (Final exam)	1.5
<b>Total</b>	<b>5</b>

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**Assessment and evaluation of student work****Components of evaluation:**

<b>Component</b>	<b>Points/%</b>
Assignment 1 (HW1)	5
Assignment 2 (HW2)	5
Assignment 3 (Midterm 1)	20
Assignment 4 (HW3)	5
Assignment 5 (Midterm 2)	20
Assignment 6 (HW4)	5
Assignment 7 (Final project)	10
Assignment 8 (Final exam)	30
<b>Total:</b>	<b>100</b>

Required reading:

- Parkin, M. (2016). *Microeconomics, 12<sup>th</sup> edition*. Pearson Education Limited.
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Additional reading:

- Acemoglu, D., Laibson, D. & List, J. (2018). *Microeconomics, 2nd Edition*. Pearson Education Limited: 2018.
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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Critical Reading and Writing (UWRT100)
Course leader:	Rebecca Charry Roje
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	3

## Course Description

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### Course objectives:

- Read, analyse and respond to a variety of nonfiction texts
- Give and receive peer feedback
- Understand principles of academic honesty and intellectual property

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Critically analyze a variety of texts.

**CLO2:** Evaluate peer work.

**CLO3:** Use APA style in citing and referencing.

**CLO4:** Compose texts in standard English using appropriate style and rhetorical strategy.

### Course content:

- Descriptive writing
- Paragraphing
- Sentence structure
- Word choice
- Critical reading and note taking strategies
- Cognitive bias
- Logical fallacies
- Quoting, summarizing, paraphrasing
- APA style
- Use of evidence to support arguments
- Peer review
- Self-editing and revision

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### Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
  
- Independent work

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### Student obligations:

- Attending classes
- Submitting assignments
- Completing exams and quizzes
- Participating in discussions
  
- Attending peer review and individual conference meetings

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### Monitoring student work:

Activity	ECTS
Descriptive essay	0.5

Language quiz	0.5
Bias and fallacies quiz	0.5
Reading assessment I	0.5
Reading assessment 2	0.5
Peer review 1	0.25
Peer review 2	0.25
Critical response draft	0.75
Critical response revision	0.75
Reflection essay	0.5

**Total** **5**

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

Components of evaluation:

1. Language quiz	10
2. Fallacies quiz	10
3. Descriptive essay	10
4. Reading analysis I	10
5. Reading analysis II	10
6. Critical response essay draft	15
7. Peer review I	5
8. Critical response essay final	15
9. Peer Review II	5
10. Final reflection	10
<b>Total:</b>	<b>100</b>

### Required reading:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).
  - Hacker, D., & Sommers, N. (2015). *A writer's reference* (8<sup>th</sup> ed.). Bedford/St. Martin's.
  - Articles and essays posted by the instructor on My Courses
-



Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student course evaluation
- Peer observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Critical Reading and Writing
Course leader:	Zrinka Friganović Sain
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

---

### Course objectives:

- Improve critical reading and writing skills
  - Think critically and articulate, support, defend, and refute an argument
  - Gain insight into the writing process
  - Develop literary practices
  - Emphasize the principles of intellectual property and academic honesty
  - Engage in peer review
- 

### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Critically analyze a variety of texts.

**CLO2:** Evaluate peer work.

**CLO3:** Use APA style in citing and referencing.

**CLO4:** Compose texts in standard English using appropriate style and rhetorical strategy.

### Course content:

- Analyzing and constructing arguments
  - Cognitive bias and fake news
  - Punctuation
  - Paragraphs
  - Word choice and style
  - Persuasive writing
  - Working with sources
  - Giving feedback
- 

### Teaching delivery methods:

- Lectures
  - Exercises
  - Independent work
  - Multimedia
  - Peer review
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participating in discussions
- 

### Monitoring student work:

Activity	ECTS
Language Quiz	0.5
Critical Analysis 1	0.5
Critical Analysis 2	0.5
Critical Analysis 3	0.5
Writing Assignment 2	1
Persuasive Essay Draft	0.75
PE Peer Review	0.25
Persuasive Essay Final	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Language Quiz	10
Critical Analysis 1	10
Critical Analysis 2	10
Critical Analysis 3	20
Writing Assignment 2	20
Persuasive Essay Draft	10
PE Peer Review	15
Persuasive Essay Final	5
<b>Total:</b>	<b>100</b>

---

### Required reading:

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

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### Additional reading:

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

---

### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey

- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Critical Reading and Writing
Course leader:	Evelina MIšćin
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

---

### Course objectives:

- Improve critical reading and writing skills
- Think critically and articulate, support, defend, and refute an argument
- Gain insight into the writing process
- Develop literary practices
- Emphasize the principles of intellectual property and academic honesty
- Engage in peer review

---

### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Critically analyze a variety of texts.

**CLO2:** Evaluate peer work.

**CLO3:** Use APA style in citing and referencing.

**CLO4:** Compose texts in standard English using appropriate style and rhetorical strategy.

---

**Course content:**

- Analyzing and constructing arguments
- Cognitive bias and fake news
- Punctuation
- Paragraphs
- Word choice and style
- Persuasive writing
- Working with sources
- Giving feedback

---

**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Multimedia
- Peer review

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Language Quiz	0.5
Critical Analysis 1	0.5
Critical Analysis 2	0.5
Critical Analysis 3	0.5
Writing Assignment 2	1
Persuasive Essay Draft	0.75
PE Peer Review	0.25
Persuasive Essay Final	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Language Quiz	10
Critical Analysis 1	10
Critical Analysis 2	10
Critical Analysis 3	20
Writing Assignment 2	20
Persuasive Essay Draft	10
PE Peer Review	15
Persuasive Essay Final	5
<b>Total:</b>	<b>100</b>

---

### Required reading:

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

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### Additional reading:

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

---

### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures



- Assessment of the achievement of learning outcomes

## General Information

Course title:	Critical Reading and Writing
Course leader:	Jakob Patekar
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Improve critical reading and writing skills
- Think critically and articulate, support, defend, and refute an argument
- Gain insight into the writing process
- Develop literary practices
- Emphasize the principles of intellectual property and academic honesty
- Engage in peer review

---

### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Critically analyze a variety of texts.

**CLO2:** Evaluate peer work.

**CLO3:** Use APA style in citing and referencing.

**CLO4:** Compose texts in standard English using appropriate style and rhetorical strategy.

---

**Course content:**

- Analyzing and constructing arguments
- Cognitive bias and fake news
- Punctuation
- Paragraphs
- Word choice and style
- Persuasive writing
- Working with sources
- Giving feedback

---

**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Multimedia
- Peer review

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Fallacies & Cognitive Biases Quiz	0.5
Language Quiz	1
Critical Analysis 1	0.5
Critical Analysis 2	0.5
Critical Analysis 3	0.5
Peer Review 1	0.25
Persuasive Essay Draft	0.75
Persuasive Essay Peer Review	0.25
Persuasive Essay Final	0.75

Total 5

Teaching time is worth 1.5 ECTS points and has been incorporated in time for assignments.

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Fallacies & Cognitive Biases Quiz	10
Language Quiz	20
Critical Analysis 1	10
Critical Analysis 2	10
Critical Analysis 3	10
Peer Review 1	5
Persuasive Essay Draft	15
Persuasive Essay Peer Review	5
Persuasive Essay Final	15
<b>Total:</b>	<b>100</b>

### Required reading:

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

### Additional reading:

- Anker, S. (2010). *Real writing with readings*. Boston, MA: Bedford/St. Martin's.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings. Building college writing skills*. Boston, MA: Wadsworth.

- VanderMey, R., Meyer, V., Van Rys, J., & Sebranek, P. (2012). The college writer: A guide to thinking, writing, and researching. Boston, MA: Wadsworth.

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	College Algebra, COS-MATH-101
Course leader:	Kristijan Tabak
Study programme:	IB
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Apply basic definitions, concepts, rules, vocabulary, and mathematical notation of algebra and coordinate geometry
- Gain the necessary manipulative skills required for solving problems in algebra and coordinate geometry.
- Acquire a background in mathematics necessary to a study of university mathematics.

---

### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** combine algebraic identities to construct the solutions of algebraic equations,
- CLO2:** generate graph representations of exponential and logarithmic functions,
- CLO3:** develop procedures to solve mathematical problems from the business domain,
- CLO4:** connect concepts in algebra with practical problems in management.

---

### Course content:

- Exponents, radicals, and their properties

- Equations and inequalities
- Systems of equations in two and three variables
- Functions, their notation and graphs
- Logarithms and Exponentials
- Solving exponential and logarithmic equations
- Applications

---

### Teaching delivery methods:

- Lectures
- Workshops
- Exercises
- Remote learning
- Independent work
- Multimedia
- Mentoring

---

### Student obligations:

- Attending classes
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Assignment 1	1.25
Assignment 2	1.25
Assignment 3	1.5
In Class Quiz	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
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Assignment 1	25
Assignment 2	25
Assignment 3	30
In class Quiz	20
<b>Total:</b>	<b>100</b>

---

**Required reading:**

- Blitzer, Algebra and Coordinate Geometry, Prentice Hall, Upper Saddle River, NJ
- Larson and Hostetler, Algebra and Trigonometry, Brooks/Cole, Pacific Grove, CA.

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**Additional reading:**

- None

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**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Business II
Course leader:	Nina Antičić
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	2
Teaching hours (L+S+E):	15 (1+0+0)

## Course Description

This course, the second course in the First-year Business Sequence, applies technology tools to create well defined and complete business plans. Students will develop websites and other marketing and process tools to take their business concept outlined in Business 1 to a final business plan for review with an outside board.

---

### Course objectives:

- Understanding and managing entrepreneurial motivation.
- Recognizing business opportunities and analyzing them.
- Developing successful business ideas and plans for their implementation

---

### Conditions for enrolment in the course:

- MGMT-101 Business 1: Ideas and Business Planning

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Justify a decision to become an entrepreneur.
- CLO2:** Assess various business opportunities and ideas.
- CLO3:** Generate an effective business model and plan.

---

**Course content:**

- Introduction to Entrepreneurship
- Recognizing Opportunities and Generating Ideas
- Feasibility Analysis
- Developing an Effective Business Model
- Industry and Competitor Analysis
- Writing a Business Plan

---

**Teaching delivery methods:**

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases
- Multimedia

---

**Student obligations:**

- Attending classes
- Submitting projects, assignments and exams
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Group Project	0,6
Exams	1,4
<b>Total</b>	<b>2</b>

Teaching time has been incorporated in time for assignments.

---

**Assessment and evaluation of student work****Components of evaluation:**

Component	Points%
Group Project	6 x 5
Exams	2 x 35
<b>Total:</b>	<b>100</b>

Required reading:

- Barringer, B. R., & Ireland, R. D. (2019). *Entrepreneurship: Successfully launching new ventures. 6<sup>th</sup> edition*. Pearson.
- 

Additional reading:

- Distributed in class
- 

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Management Accounting
Course leader:	Vanja Vejzagić
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the typical framework and constituent role(s) of organisational accounting/finance functions.
- To understand how key accounting/finance information is obtained, presented, and utilised.
- To select and implement a range of accounting/finance tools appropriate to different situations and contexts.
- To present accounting/finance information and related analytical interpretation and discussion in an effective manner.
- Appreciate notable behavioural, ethical, and social factors associated with the provision of accounting/finance information; and
- Critically evaluate the effectiveness of 'traditional' accounting/finance approaches - **and** assess current research and possible future developments.

---

### Conditions for enrolment in the course:

ACCT.110 – Financial Accounting

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Describe the typical framework and constituent role(s) of organisational accounting/finance functions

**CLO2:** Demonstrate how key accounting/finance information is obtained, presented, and utilised

**CLO3:** Select a range of accounting/finance tools [such as performance ratios, costing systems, budgeting, project appraisal and working capital management] appropriate to different situations and contexts

**CLO4:** Prepare basic management accounting analyses and reports

**CLO5:** Apply cost behaviour analysis in forecasting financial results

---

## Course content:

- History of/basic elements [ie costs] of management accounting
- Costing/traditional absorption costing
- Costing/marginal costing and CVP analysis
- Activity based costing
- Pricing & target costing
- Budgets and budgetary control
- Working capital management and sources of finance
- Capital investment decisions
- Performance measurement + rewards/traditional approaches
- Strategic management accounting/benchmarking

---

## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases

---

## Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

## Monitoring student work:

Activity	ECTS
Quiz (8)	1.44
Case study	0.96

Exam 1	1.2
Exam 2	1.2
Final Exam	1.2
...	
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Quiz (8x3)	24
Case Study	16
Exam 1	20
Exam 2	20
Final Exam	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Atkinson, A., A., Kaplan, R., S., Matsumura, E., M., Young, S., M., (2010), *Management Accounting: Information for Decision-Making and Strategy Execution, 6<sup>th</sup> Edition*, Prentice Hall Press, Paramus, NJ
- Mowen, Maryanne M., Hansen, Don R., Heitger, Dan L.. (2018). *Managerial accounting: the cornerstone of business decision making* (7th ed.). United States: Cengage Learning.

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### Additional reading:

- Walther, L., M., Skousen, C., J., (2010) *Introduction to Managerial Accounting: Managerial and Cost Accounting*, bookboon.com

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Principles of Macroeconomics
Course leader:	Doc.dr.sc. Jasminka Samardžija
Study programme:	Global Business Management
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- The goal of Principles of Macroeconomics is to provide students with a broad overview of the aggregate economy. One important goal of this course is to provide students with a good understanding of aggregate economic accounts and definitions, principally so that they can read and understand news and television reporting of the aggregate economy.
- The course is designed to provide students with a unified framework that can be used to analyze key macroeconomic issues such as growth, inflation, expectations, deficits, recessions, productivity, interest rates, exchange rates, trade balance, monetary and fiscal policy
- The course will feature a heavy emphasis on the role of economic policy: monetary and fiscal policies aimed at short run stabilization, policies concerning trade and international finance, and policies aimed at promoting long run growth.
- The course will clearly highlight the tradeoffs involved in policymaking – e.g. short run stabilization vs. long run growth, efficiency vs. equity, etc.



### Conditions for enrolment in the course:

Prerequisite/Principles of Microeconomics

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze key macroeconomic indicators and relationships

**CLO2:** Evaluate the impact of monetary and fiscal policy on the macroeconomy

**CLO3:** Critically assess economic problems and economic policy

---

### Course content:

- Measuring GDP and economic growth
  - Monitoring jobs and inflation
  - Economic growth
  - Finance, saving and investment
  - Money, the price level, and inflation
  - The exchange rates
  - The exchange rate policy
  - Current account balance
  - The balance of payments
  - Aggregate supply
  - Aggregate demand
  - Fiscal policy
  - Monetary policy
- 

### Teaching delivery methods:

- Lectures
  - Problem solving in small teams
  - Group discussion
  - Exercises
  - Project work
  - Personal research
  - Class presentation
- 

### Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

---

**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Assignment 1 (HW1)	0.25
Assignment 2 (HW2)	0.25
Assignment 3 (Midterm 1)	1
Assignment 4 (HW3)	0.25
Assignment 5 (Midterm 2)	1
Assignment 6 (HW4)	0.25
Assignment 7 (Final project)	0.5
Assignment 8 (Final exam)	1.5
<b>Total</b>	<b>5</b>

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**Assessment and evaluation of student work****Components of evaluation:**

<b>Component</b>	<b>Points/%</b>
Assignment 1 (HW1)	5
Assignment 2 (HW2)	5
Assignment 3 (Midterm 1)	20
Assignment 4 (HW3)	5
Assignment 5 (Midterm 2)	20
Assignment 6 (HW4)	5
Assignment 7 (Final project)	10

Assignment 8 (Final exam)	30
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Parkin, M. (2016). *Macroeconomics, 12<sup>th</sup> edition*. Pearson Education Limited.

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**Additional reading:**

- Acemoglu, D., Laibson, D. & List, J. (2018). *Macroeconomics, 2nd Edition*. Pearson Education Limited: 2018.

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**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Introduction to Ecology
Course leader:	Staša Puškarić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Case studies will be used to provide real life examples of the basic concepts introduced in the course. We will use case studies throughout the sequence to provide a framework for applying the basic concepts. We will also use the case studies to demonstrate the interconnections between and among the concepts and the resulting complexities associated with environmental problems illustrated in the case studies. The case studies will also provide examples of successful, and sometimes unsuccessful, problem solving.

---

### Course objectives:

- 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.

---

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Analyze environmental issues.
- LO2:** Critically evaluate texts and other media on environmental issues.
- LO3:** Formulate and defend claims and solutions using evidence gathered from primary literature.

**LO4:** Examine how human actions impact the concept of sustainability and ways to minimize these impacts.

---

### Course content:

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.

---

### Teaching delivery methods:

- Lectures
  - Exercises
  - Field work
  - Independent work
  - Project work
- 

### Teaching delivery modes:

- Lectures
  - Class discussions
  - Fieldtrips
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Essay (Assignment 1)

**ECTS 1**

Students have to write individual reflections on ideas selected in class. Connections between topics covered in class and their personal observations have to be clearly outlined in text. The focus is evaluation of level understanding of class materials and student's personal contribution to defined problems.

Quiz (pop-up quiz)

**ECTS 0.25**

A short 5 multiple choice questions related to materials presented in class.

Presentation

**ECTS 1.5**

After submission of their research paper, students have to present their findings in short in-class presentation using visual aids, focusing on the most important findings of their research.

Attendance

**ECTS 0.75**

Final Exam

**ECTS 1.5**

Online test which includes 30 multiple choice questions covering all topics covered during the semester. Test duration 1 hour.

**Total 5**

Teaching time has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Presentation	20
Quiz	10
Attendance	15
Final Exam	30
<b>Total:</b>	<b>100</b>

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#### Required reading (at the moment of submitting the Study Programme Report):

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

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#### Additional reading (at the moment of submitting the Study Programme Report):

- Papers selected from the primary literature (updated annually)

Number of copies of required reading in relation to the number of students who currently attend a course:

Materials available at RIT online library The Wallace Center.

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Information Systems and Technology
Course leader:	Daniel Bara
Study programme:	Global Business Management
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

Information Systems and Technology students after graduation will be:

- Problem solvers who apply information technology solutions to business needs.
- Information technology leaders utilizing the knowledge acquired in the MGIS.130 program.
- Life-long learners who participate in the advancement of the economic and social development of the local community utilizing their professional and ethical skills.

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### Conditions for enrolment in the course:

None, intended for 2nd year IB students.

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Evaluate critical, systems and design thinking principles.
- LO2:** Analyse complexity and importance of information systems in contemporary organizations.
- LO3:** Generate alternative solutions to information system problems.
- LO4:** Synthesize the role of data, business intelligence and business processes in information systems.
- LO5:** Value the importance of privacy and security in information systems.



### Course content:

Conducting research

Bad science

Paper structure

Finding sources

Integrating sources

Peer review

Reporting finding visually

Presenting research

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### Teaching delivery methods:

- Lectures
  - Guest lectures
  - Workshops
  - Exercises
  - Independent work
  - Project work
  - Multimedia
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Team project	2.76
Quizzes	2.4
Workshop	0.24
Case studies	0.48
Essay	0.12
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Team project 1 <sup>st</sup> milestone (form a group)	4
Team Project 2 <sup>nd</sup> milestone (one page brief)	8
Quizzes (10 out of 12)	40
Team Project 3 <sup>rd</sup> milestone (detailed outline)	18
Team project 4 <sup>th</sup> milestone (presentation submission)	4
Team project 5 <sup>th</sup> milestone (presentation)	12
Workshop	4
Case studies	8
Essay	2
<b>Total:</b>	<b>100</b>

### Constructive alignment table:

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Assignments	Workshop	Case studies	Essay	Quizees	Team project	ECTS	Points
ETCS	<b>0,24</b>	<b>0,48</b>	<b>0,12</b>	<b>2,40</b>	<b>2,76</b>	<b>6</b>	
Points (weights in %)	<b>4</b>	<b>8</b>	<b>2</b>	<b>40</b>	<b>46</b>	<b>100</b>	<b>100</b>
CLO 1	<b>2</b>	<b>2</b>	<b>0,5</b>	<b>6</b>	<b>6,17</b>	<b>1,00</b>	<b>16,67</b>
CLO 2		<b>2</b>	<b>0,47</b>	<b>7</b>	<b>7,17</b>	<b>1,00</b>	<b>16,67</b>
CLO 3	<b>2</b>	<b>2</b>	<b>0,49</b>	<b>9</b>	<b>19,83</b>	<b>2,00</b>	<b>33,32</b>
CLO 4		<b>1</b>	<b>0,27</b>	<b>9</b>	<b>6,45</b>	<b>1,00</b>	<b>16,67</b>
CLO 5		<b>1</b>	<b>0,27</b>	<b>9</b>	<b>6,38</b>	<b>1,00</b>	<b>16,67</b>
Totals	<b>4</b>	<b>8</b>	<b>2</b>	<b>40</b>	<b>46</b>	<b>6</b>	<b>100</b>

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## Required reading

No textbook is required.

**Additional reading:**

- Instructor will provide materials throughout the semester from a variety of sources. Texts or other media will be posted on myCourses or handed out in class. Students are required to regularly check on myCourses for updates.
- 

**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Applied Calculus
Course leader:	Kristina Soric
Study programme:	Global Business Management/ International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	60 (2+0+2)

## Course Description

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### Course objectives:

- To have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of calculus.
- To provide students with the necessary manipulative skills required for solving problems in calculus.
- To provide an opportunity for students to obtain a background in mathematics necessary to a study of life practice

---

### Conditions for enrolment in the course:

C- or better in MATH-101, MATH-111, MATH-131, NMTH-260, NMTH-272 or NMTH-275 or Math Placement Exam score greater than or equal to 45. At least 50 points earned in College Algebra.

## Expected learning outcomes of the course:

A student will be able to:

- CLO 1:** Analyze functions, continuity, limit, derivative and integral
  - CLO 2:** Analyze mathematical concepts for modeling and solving problems from everyday environment
  - CLO 3:** Evaluate solutions of solved problems
  - CLO 4:** Formulate examples for modeling, solving and interpreting when applying mathematical framework
- 

## Course content:

### (1) DERIVATIVES

- (a) Limits and continuity
- (b) Definition of the derivative
- (c) Rules of differentiation
- (d) Tangent lines
- (e) Higher order derivatives
- (f) Implicit differentiation
- (g) Derivatives of exponential and logarithmic functions

### (2) APPLICATIONS OF THE DERIVATIVE

- (a) Related rates
- (b) Curve sketching
- (c) Optimization
- (d) Applications of exponential and logarithmic functions

### (3) INTEGRATION

- (a) Antiderivatives and the indefinite integral
- (b) Area and the definite integral
- (c) Fundamental theorem of calculus
- (d) Evaluating the definite integral
- (e) Substitution

### (4) APPLICATIONS OF THE INTEGRAL

- (a) Area between curves
  - (b) Applications of the definite integral to business and economics
  - (c) Applications of the definite integral to life sciences
  - (d) Numerical integration
  - (5) ADDITIONAL TOPICS
    - (a) Introduction to the solution of differential equations
    - (b) Separable differential equations
    - (c) Applications of differential equations
    - (d) Sequences
    - (e) Geometric series
- 

### Teaching delivery methods:

- Lectures
  - Exercises
  - Remote learning
  - Independent work
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Exam I	1.25
Exam II	1.25
Exam III	1.50
Quizzes/ Continuous work/ Participation	1
<b>Total</b>	<b>5</b>

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points %</b>
Exam I	25
Exam II	25
Exam III	30
Quizzes/ Continuous work/ Participation	20
<b>Total</b>	<b>100</b>

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### Required reading:

- Tan, S. T. (2015). Applied Calculus for the Managerial, Life, and Social Sciences, 10<sup>th</sup> Edition, Brooks/Cole

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### Additional reading:

- Handouts and readings will be made available to students throughout the semester by the instructor
- Video material will be made available to students throughout the semester by the instructor

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

# **YEAR 2 – COURSE DESCRIPTIONS**



## General Information

Course title:	Principles of Marketing
Course leader:	Nina Antičić
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the basic concepts and terminology in the field of marketing
  - To understand the role of marketing and its impact and influence in society
  - To prepare students for other courses in the marketing domain
- 

### Conditions for enrolment in the course:

Sophomore status

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Assess the relevance of marketing and the marketing process in a company.
  - CLO2:** Analyze the marketplace and consumer value.
  - CLO3:** Assess marketing strategies essential for establishing a competitive advantage in different business environments.
  - CLO4:** Assess marketing mix strategies for establishing a competitive advantage in different business environments.
- 

### Course content:

- Marketing: Creating and Capturing Customer Value
- Company and marketing strategy

- Analyzing the marketing environment
- Managing Marketing Information to Gain Customer Insights
- Consumer Markets and Consumer Buyer Behavior
- Business Markets and Business Buyer Behavior
- Customer-Driven Marketing Strategy
- Creating Competitive Advantage
- Products, Services, and Brands: Building Customer Value
- New-Product Development and Product Life-Cycle Strategies
- Marketing Channels: Delivering Customer Value
- Retailing and Wholesaling
- Pricing: Understanding and Capturing Customer Value
- Pricing Strategies: Additional Considerations
- Integrated Marketing Communications Strategy
- Advertising and Public Relations
- Personal Selling and Sales Promotion
- Direct, Online, Social Media, and Mobile Marketing

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### Teaching delivery methods:

- Lectures
- Business cases
- Project work
- In-class exercises

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5
Exam 3	1.5
Group project - part 1	0.3
Group project - part 2	0.3
Group project - part 3	0.3
Group project - part 4	0.3

Group project - part 5	0.3
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	25
Exam 2	25
Exam 3	25
Group project - part 1	5
Group project - part 2	5
Group project - part 3	5
Group project - part 4	5
Group project - part 5	5
<b>Total:</b>	<b>100</b>

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### Required reading:

- Kotler, P., & Armstrong, G. (2018). *Principles of Marketing* (17<sup>th</sup> gl. ed.). Pearson Education.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.
- Selected video materials will also be shared by the instructor.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Financial Management
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

This course is designed to enable students to view and value corporate strategy through the lens of corporate finance. The course delivers a deeper understanding of how firms make investment, financing and dividend decisions. Students will analyze data drawn from across the business from the viewpoint of the investors as well as companies. After completing this course, students will be provided with financial insight into the decision-making process. The course prepares students for advanced courses in the finance domain.

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### Conditions for enrolment in the course:

- ECON-101 or ECON-201
  - ACCT-110
  - STAT-145 or STAT-251 or CQAS-251 or MATH-251 or MATH-252 or STAT-205 or equivalent courses.
- 

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Analyze firm's financial environment, performance, and governance using appropriate theoretical frameworks, concepts, metrics and methods
- CLO2:** Apply concept of time value of money in wide range of calculations
- CLO3:** Evaluate financial assets (bonds and stocks), as well as the relationship between risk and return as postulated by CAPM model
- CLO4:** Assess firm's investment, financing and payout decisions

### Course content:

- Main types of business organizations and their relative (dis)advantages
- corporate governance issues
- The role of financial markets and institutions in modern economy, types of financial markets, asset classes
- Analysis of financial statements and financial ratios
- Time value of money - present and future value of a single cash flow, annuities, and stream of unequal cash flows; present value of perpetuities and growing perpetuities; effective interest rate; amortization plan for a bank loan
- Valuation of bonds
- Valuation of stocks
- Relationship between risk and return as postulated by CAPM
- Weighted average cost of capital (WACC)
- Evaluating investment projects using metrics such as NPV, IRR, MIRR, regular and discounted payback methods, profitability index
- Incremental cash flows in discounted cash flow analysis
- Basics of capital structure and payout policies
- Raising capital and initial public offering (IPO)

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### Teaching delivery methods:

- Lectures
- Exercises
- Project work
- Multimedia
- Computer Laboratory

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5

Exam 3	1.5
Project 1	0.45
Project 2	0.45
Online quizzes	0.6
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	25
Exam 2	25
Exam 3	25
Project 1	7.5
Project 2	7.5
Online quizzes	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Brealey, Myers and Marcus: *Fundamentals of Corporate Finance*, 11th ed. (10th, 9th or 8th ed. also ok), McGraw Hill.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- Selected video materials will also be shared by the instructor.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

## General Information

Course title:	Global Business Environment
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

- To introduce students to the various types of organisations and the major trends that help shape the global environment.
- To understand the interdependent relationship between organisations and the economic, political, cultural, and technological systems of the global environment through which national economies are connected.
- To prepare students for strategic challenges and opportunities in the global context and competencies to anticipate the potential strategies of global and local business.

---

### Conditions for enrolment in the course:

None/prerequisite



### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Identify key globalisation concepts and organisations that shape the global environment

**CLO2:** Discuss ethical issues and corporate social responsibility in a global business context

**CLO3:** Analyse strategic challenges and opportunities in the global and regional context in specific industries

**CLO4:** Integrate facts of the economic, political, cultural and technological systems of the global environment into debate arguments

---

### Course content:

- Global Business, Framework and Ethics
  - World Economies
  - Int'l Trade and Foreign Direct Investment
  - Global and Regional Economic Cooperation and Integration
  - International Monetary System
  - Foreign Exchange and Global Capital Markets
  - Int'l Expansion and Global Market Opportunity Assessment
  - Exporting, Importing, and Global Sourcing
  - Technology & Digital Transformation
  - Managing Human Resources Globally
  - Global Marketing Distribution, Supply-Chain Management
  - Case Study: ESG - Environmental, Social, and Governance
- 

### Teaching delivery methods:

- Lectures
  - Seminars
  - Workshops
  - Exercises
  - Project work
  - Business cases
  - Multimedia
- 

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Quick Tests	1.2
Essay 1&2	1.5
Midterm	1.2
Research Project	0.9
Final Exam	1.2
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

<b>Component</b>	<b>Points/%</b>
Quick Tests	20
Essay 1&2	25
Midterm	20
Research Project	15
Final Exam	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Carpenter, A., M., Dunung, S.,P., (2013). International business: opportunities and challenges in a flattening world, Irvington, N.Y.: Flat World Knowledge.
- Kapoor, M., (2019). Global Business Environment Shifting Paradigms in the Fourth Industrial Revolution, SAGE Publications Pvt. Ltd; First edition.

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**Additional reading:**

- Newspapers and magazines such as The Economist, Wall Street Journal, Fortune, Financial Times, Business Week, and others

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Introduction to Statistics I, COS-STAT-145
Course leader:	Kristijan Tabak
Study programme:	HTM, IB
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Apply basic definitions, concepts, rules, vocabulary, and mathematical notation of statistics and probability theory.
- Use necessary manipulative skills required for solving problems in business, economics and medical sciences

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** classify random events according to their properties
- CLO2:** create sample spaces together with associated probability function,
- CLO3:** generate random variables that describe random events,
- CLO4:** analyze likelihoods for future events.

---

### Course content:

- Numerical summaries
- Graphical displays

- Data Description
- Univariate data - measures of location and dispersion
- Bivariate data - correlation and regression
- Sampling
- Population versus sample
- Random sampling
- Probability
- Random variables
- Binomial distribution
- Normal distribution
- Central limit theorem
- One-sample Inference, Mean and Proportion
- Estimation
- Hypothesis testing
- Use of t-distribution - independent and dependent samples

---

### Teaching delivery methods:

- Lectures
- Seminars
- Exercises
- Remote learning
- Independent work
- Multimedia
- Mentoring

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Assignment 1	1.25
Assignment 2	1.25
Assignment 3	1.5

In class Quizz	1
...	
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Assignment 2	25
Assignment 3	30
In Class Quizz	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Moore and McCabe, Introduction to the Practice of Statistics, Freeman, New York, NY.
- Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Brooks/Cole, Pacific Grove, CA.
- Michael Sullivan, Statistics: Informed Decisions Using Data, Pearson, Upper Saddle River, NJ.

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### Additional reading:

- None

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning French I
Course leader:	Tea Kovačević
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in French as it is spoken and written today
- Practice all four basic language skills - listening, speaking, reading, and writing
- Give opportunities for student-student interaction and self-expression in realistic situations
- Emphasize cultural aspects of contemporary life and culture in French and French-speaking countries
- Engage students in in-class dialogues and readings

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce short and simple texts in written form about real life situations.
- CLO2:** Select appropriate grammar and vocabulary at beginner level.
- CLO3:** Combine a range of vocabulary to communicate effectively at beginner level.
- CLO4:** Differentiate some aspects of French life and culture.

### Course content:

- narrating and describing simple things and situations from real life in the present tense
- communicating and understanding greetings and daily class conversation and using expressions of common courtesies
- articulating basic needs, emotions, and attitudes in a short question/answer format
- providing autobiographical information, interests, abilities, likes and dislikes
- practicing basic spoken French on topics presented in class
- reading passages from the textbook
- expressing ideas coherently at beginner level in writing
- gaining basic understanding of some aspects of French life and culture

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8
Final Oral Examination	0.5
Homework	0.5



Total 5

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Manley, J., Smith, S., McMinn, J., & Prévost, 8. (2011). *Horizons*. 6<sup>th</sup> edition.

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### Additional reading:

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

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning German I
Course leader:	Nikolina Božinović
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today
  - Practice all four basic language skills - listening, speaking, reading, and writing
  - Give opportunities for student-student interaction and self-expression in realistic situations
  - Emphasize cultural aspects of contemporary life and culture in German speaking countries
  - Engage students in in-class dialogues and readings
- 

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce short and simple texts in written form about real life situations.
- CLO2:** Select appropriate grammar and vocabulary at beginner level.
- CLO3:** Combine a range of vocabulary to communicate effectively at beginner level.
- CLO4:** Differentiate some aspects of German life and culture.

### Course content:

- narrating and describing simple things and situations from real life in the present tense
- communicating and understanding greetings and daily class conversation and using expressions of common courtesies
- articulating basic needs, emotions, and attitudes in a short question/answer format
- providing autobiographical information, interests, abilities, likes and dislikes
- practising basic spoken German on topics presented in class
- reading passages from the textbook
- expressing ideas coherently at beginner level in writing
- gaining basic understanding of some aspects of German life and culture

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8
Final Oral Examination	0.5
Homework	0.5

Total 5

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
Total:	100

---

### Required reading:

- Moeller, J., Berger, S., Hoecherl-Alden, G., Howes, S., Adolph, W. (2016). *Deutsch heute*, Introductory German, Tenth Edition, Cengage Learning.
- Moeller, J., Berger, S., Hoecherl-Alden, G., Howes, S., Adolph, W. (2016). *Deutsch heute*, Student Activities Manual, Tenth Edition, Cengage Learning.

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### Additional reading:

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

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning Italian I
Course leader:	Ana Gudelj
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

---

### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today.
- Practice all four basic language skills - listening, speaking, reading, and writing.
- Give opportunities for student-student interaction and self-expression in realistic situations.
- Emphasize cultural aspects of contemporary life and culture in Italy and Italian speaking countries.
- Engage students in in-class dialogues and readings.

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce short and simple texts in written form about real life situations.
- CLO2:** Select appropriate grammar and vocabulary at beginner level.
- CLO3:** Combine a range of vocabulary to communicate effectively at beginner level.
- CLO4:** Differentiate some aspects of Spanish life and culture.

### Course content:

- narrating and describing simple things and situations from real life in the present tense
- communicating and understanding greetings and daily class conversation and using expressions of common courtesies
- articulating basic needs, emotions, and attitudes in a short question/answer format
- providing autobiographical information, interests, abilities, likes and dislikes
- practising basic spoken Italian on topics presented in class
- reading passages from the textbook
- expressing ideas coherently at beginner level in writing
- gaining basic understanding of some aspects of Italian life and culture

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8

Final Oral Examination 0.5

Homework 0.5

**Total 5**

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Merlonghi, F., Merlonghi, F., Tursi, J., & O'Connor, B. (2012). *Oggi in Italia: a first course in Italian* (9<sup>th</sup> ed.). Heinle Cengage Learning.
- Merlonghi, F., Merlonghi, F., Tursi, J., & O'Connor, B. (2012). *Oggi in Italia: Student activities manual* (9<sup>th</sup> ed.). Heinle Cengage Learning.

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### Additional reading:

- Cozzarelli, J.M. (2020). *Sentieri*. Vista Higher Learning.
- Manella, C. (2005). *Sì! L'italiano in mano. Manuale e corso pratico di italiano per stranieri. Livello elementare, intermedio e superiore*. Progetto Lingua Edizioni.



Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning Spanish I
Course leader:	Barbara Perić
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today
- Practice all four basic language skills - listening, speaking, reading, and writing
- Give opportunities for student-student interaction and self-expression in realistic situations
- Emphasize cultural aspects of contemporary life and culture in Spain and Spanish speaking countries
- Engage students in in-class dialogues and readings

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### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce short and simple texts in written form about real life situations.
- CLO2:** Select appropriate grammar and vocabulary at beginner level.
- CLO3:** Combine a range of vocabulary to communicate effectively at beginner level.
- CLO4:** Differentiate some aspects of Hispanic life and culture.

### Course content:

- narrating and describing simple things and situations from real life in the present tense
- communicating and understanding greetings and daily class conversation and using expressions of common courtesies
- articulating basic needs, emotions, and attitudes in a short question/answer format
- providing autobiographical information, interests, abilities, likes and dislikes
- practicing basic spoken Spanish on topics presented in class
- reading passages from the textbook
- expressing ideas coherently at beginner level in writing
- gaining basic understanding of some aspects of Hispanic life and culture

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### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

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### Monitoring student work:

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8
Final Oral Examination	0.5
Homework	0.5

Total 5

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Hershberger, R., Navey-Davis, S. & Borrás Álvarez, G. (2016). *Plazas, Lugar de encuentros* (5<sup>th</sup> ed.), Heinle Cengage Learning.

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### Additional reading:

- Acevedo A, I. (2013). *Spanish Reader for Beginners-Elementary*. CreateSpace Independent Publishing Platform.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Information Systems and Technology
Course leader:	Daniel Bara
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

Information Systems and Technology students after graduation will be:

- Problem solvers who apply information technology solutions to business needs.
- Information technology leaders utilizing the knowledge acquired in the MGIS.130 program.
- Life-long learners who participate in the advancement of the economic and social development of the local community utilizing their professional and ethical skills.

---

### Conditions for enrolment in the course:

None, intended for 2nd year IB students.

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Evaluate critical, systems and design thinking principles.
- LO2:** Analyse complexity and importance of information systems in contemporary organizations.
- LO3:** Generate alternative solutions to information system problems.
- LO4:** Synthesize the role of data, business intelligence and business processes in information systems.
- LO5:** Value the importance of privacy and security in information systems.

### Course content:

Conducting research

Bad science

Paper structure

Finding sources

Integrating sources

Peer review

Reporting finding visually

Presenting research

---

### Teaching delivery methods:

- Lectures
  - Guest lectures
  - Workshops
  - Exercises
  - Independent work
  - Project work
  - Multimedia
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Team project	2.76
Quizzes	2.4
Workshop	0.24
Case studies	0.48
Essay	0.12
<b>Total</b>	<b>6</b>

Teaching time is worth 1,5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/ %
Team project 1 <sup>st</sup> milestone (form a group)	4
Team Project 2 <sup>nd</sup> milestone (one page brief)	8
Quizzes (10 out of 12)	40
Team Project 3 <sup>rd</sup> milestone (detailed outline)	18
Team project 4 <sup>th</sup> milestone (presentation submission)	4
Team project 5 <sup>th</sup> milestone (presentation)	12
Workshop	4
Case studies	8
Essay	2
<b>Total:</b>	<b>100</b>

### Constructive alignment table:

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Assignments	Workshop	Case studies	Essay	Quizees	Team project	ECTS	Points
ETCS	<b>0,24</b>	<b>0,48</b>	<b>0,12</b>	<b>2,40</b>	<b>2,76</b>	<b>6</b>	
Points (weights in %)	<b>4</b>	<b>8</b>	<b>2</b>	<b>40</b>	<b>46</b>	<b>100</b>	<b>100</b>
CLO 1	<b>2</b>	<b>2</b>	<b>0,5</b>	<b>6</b>	<b>6,17</b>	<b>1,00</b>	<b>16,67</b>
CLO 2		<b>2</b>	<b>0,47</b>	<b>7</b>	<b>7,17</b>	<b>1,00</b>	<b>16,67</b>
CLO 3	<b>2</b>	<b>2</b>	<b>0,49</b>	<b>9</b>	<b>19,83</b>	<b>2,00</b>	<b>33,32</b>
CLO 4		<b>1</b>	<b>0,27</b>	<b>9</b>	<b>6,45</b>	<b>1,00</b>	<b>16,67</b>
CLO 5		<b>1</b>	<b>0,27</b>	<b>9</b>	<b>6,38</b>	<b>1,00</b>	<b>16,67</b>
Totals	<b>4</b>	<b>8</b>	<b>2</b>	<b>40</b>	<b>46</b>	<b>6</b>	<b>100</b>

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## Required reading

No textbook is required.

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## Additional reading:

- Instructor will provide materials throughout the semester from a variety of sources. Texts or other media will be posted on myCourses or handed out in class. Students are required to regularly check on myCourses for updates.

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Organizational Behavior
Course leader:	Maja Vidović
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- The field of organizational behavior (OB) is focused on understanding how individuals and groups in organizations behave, react, and interpret different events. It describes the role of organizations in shaping behavior, and explains how organizations really work. Because an organization's people are considered as the only source of sustainable competitive advantage, understanding how to motivate employees is critical to organizational performance.
- OB draws from a variety of fields including management, anthropology, sociology, information technology, ethics, economics, and psychology. Combining different fields and providing a thorough understanding of human behavior in organizations, OB provides a foundation for effective management of people in organizations, but as well presents the cornerstone of success for individuals in organizations.

---

### Conditions for enrolment in the course:

Sophomore status

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Identify the field of organizational behavior and its relevance to the global workplace

**CLO2:** Examine the importance of valuing individuals' differences in a multicultural work environment

**CLO3:** Explain selected core discussion themes and research such as, but not limited to, group dynamics and social networks in the domain of organizational behavior

---

**Course content:**

- Diversity and Societal Culture
- Individual Differences
- Attitudes & Values
- Social Perception, Attributions, and Perceived Fairness
- Making Decisions
- Power, Influence, and Politics
- Managing Conflict and Negotiating
- Organizational Culture and Organizational Change
- Managing your Career

---

**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Project work
- Mentoring

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participate in class discussions

---

**Monitoring student work:**

Activity	ECTS
Checkpoints (quizzes)	0.96
Exam	1.44
My 2 days (homeworks)	1.80
My 2 cents (project)	0.60
OB Cross-cultural Virtual Team Project	1.20
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Checkpoints (quizzes)	16
My 2 days (homeworks)	24
Pre-break Exam	30
My 2 cents (project)	10
Final Exam	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Griffin, R., Phillips, J. (2023). *Organizational Behavior: Managing People and Organizations*. Boston, MA: Cengage.

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**Additional reading:**

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

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Introduction to Statistics II COS-STAT-146
Course leader:	Kristijan Tabak
Study programme:	HTM, IB
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Apply basic definitions, concepts, rules, vocabulary, and mathematical notation statistics and probability for mathematical modeling in business and social sciences.
- Understand necessary manipulative skills required for solving problems.
- Predict probabilities of future random events.

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Utilize random variables for modelling in business.
- CLO2:** Compare estimates and measure their likelihoods.
- CLO3:** Connect properties of random variables with real life problems in business.
- CLO4:** Analyze samples in terms of their underlying distributions.

---

### Course content:

- Confidence intervals and hypothesis testing
- Single-factor and two-factor ANOVA (analysis of variance)
- Two-Sample Inference for Means
- Inference for Counts

- Single proportion
- Two proportions
- Chi-square test for two-way tables
- Analysis of Variance
- One-way ANOVA
- Two-way ANOVA
- Regression Analysis
- Simple linear regression model
- Correlation
- Multiple regression model
- Time series and forecasting
- Survey design and analysis

---

### Teaching delivery methods:

- Lectures
- Seminars
- Exercises
- Remote learning
- Independent work
- Multimedia
- Mentoring
- Peer review

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Assignment 1	1.25
Assignment 2	1.25
Assignment 3	1.5
In Class Quizz	1

Total 5

Teaching time has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Assignment 1	25
Assignment 2	25
Assignment 3	30
In Class Quiz	20
<b>Total:</b>	<b>100</b>

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#### Required reading:

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

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#### Additional reading:

- None

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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course leader:	Zrinka Friganović Sain
Course title:	Writing Seminar (UWRT.150)
Study programme:	GBM/IB
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

---

### Course objectives:

- develop proficiency in analytical and rhetorical reading and writing and critical thinking
  - stimulate students' writing for a variety of contexts and purposes
  - develop academic research and literary practices
  - emphasize teacher-student conferencing, self-assessment, class discussion, and peer review
  - emphasize the principles of intellectual property and academic integrity for academic and future professional writing
- 

### Conditions for enrolment in the course:

Passed Critical Reading & Writing

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### Expected learning outcomes of the course:

A student will be able to:

- L01:** Examine a variety of intellectually challenging non-fiction texts.
  - L02:** Criticize peer work.
  - L03:** Produce and revise a research project in written and oral form.
- 

### Course content:

- paper structure
- conducting research
- finding sources
- identifying credible sources



- integrating sources
- citing and referencing
- peer review
- reporting findings
- presenting research

### Teaching delivery modes:

- Lectures
- Seminars and workshops
- Exercises
- Remote learning
- Field work
- Independent work
- Multimedia and network
- Laboratory
- Mentoring

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Research Methods	10
Sources Quiz	<b>10</b>
Integration Quiz	<b>10</b>
Critical Analysis	10
Research Plan	10
Introduction & Literature Review	10
Peer Review 1	5
Paper Draft	15
Peer Review 2	5

Final Paper	15
<b>Total:</b>	<b>100</b>

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### Required reading (at the moment of submitting the Study Programme Report):

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

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### Additional reading (at the moment of submitting the Study Programme Report):

- Axelrod, R. B., & Cooper, C. R. (2010). *St. Martin's guide to writing*. Bedford/St. Martin's.
- McWhorter, K. T. (2012). *Successful College Writing. Skills. Strategies. Learning Styles*. Bedford/St. Martin's.
- Turabian, K. L. (2013). *A manual for writers of research papers, theses, and dissertations*. The University of Chicago Press.

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### Number of copies of required reading in relation to the number of students who currently attend a course:

Materials available at RIT online library The Wallace Center.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course leader:	Jakob Patekar
Course title:	Writing Seminar (UWRT.150)
Study programme:	Global Business Management
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- develop proficiency in analytical and rhetorical reading and writing and critical thinking
  - stimulate students' writing for a variety of contexts and purposes
  - develop academic research and literary practices
  - emphasize teacher-student conferencing, self-assessment, class discussion, and peer review
  - emphasize the principles of intellectual property and academic integrity for academic and future professional writing
- 

### Conditions for enrolment in the course:

Passed Critical Reading & Writing

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Examine a variety of intellectually challenging non-fiction texts.
  - LO2:** Criticize peer work.
  - LO3:** Produce a research project in written and oral form.
- 

### Course content:

- paper structure
- conducting research
- finding sources
- identifying credible sources

- integrating sources
- citing and referencing
- peer review
- reporting findings
- presenting research

### Teaching delivery modes:

- Lectures
- Seminars and workshops
- Exercises
- Remote learning
- Field work
- Independent work
- Multimedia and network
- Laboratory
- Mentoring

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

### Assessment and evaluation of student work

#### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Research Methods	10
Sources Quiz	10
Integration Quiz	10
Critical Analysis	10
Research Plan	10
Introduction & Literature Review	10
Peer Review 1	5
Paper Draft	15
Peer Review 2	5

Final Paper	15
<b>Total:</b>	<b>100</b>

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### Required reading (at the moment of submitting the Study Programme Report):

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

### Additional reading (at the moment of submitting the Study Programme Report):

- Axelrod, R. B., & Cooper, C. R. (2010). *St. Martin's guide to writing*. Bedford/St. Martin's.
  - McWhorter, K. T. (2012). *Successful College Writing. Skills. Strategies. Learning Styles*. Bedford/St. Martin's.
  - Turabian, K. L. (2013). *A manual for writers of research papers, theses, and dissertations*. The University of Chicago Press.
- 

### Number of copies of required reading in relation to the number of students who currently attend a course:

Materials available at RIT online library The Wallace Center.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	WRITING SEMINAR (UWRT 150)
Course leader:	Rebecca Charry Roje
Study programme:	Global Business Management
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours:	3+0+0

## Course Description

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### Course objectives:

- develop proficiency in analytical and rhetorical reading and writing and critical thinking
- stimulate students' writing for a variety of contexts and purposes
- develop academic research and literacy practices
- emphasize teacher-student conferencing, self-assessment, class discussion, and peer review
- emphasize the principles of intellectual property and academic integrity for academic and future professional writing

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### Conditions for enrolment in the course:

UWRT100 Critical Reading and Writing

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Examine a variety of intellectually challenging non-fiction texts.

**CLO2:** Criticize peer work.

**CLO3:** Produce and revise a research project in written and oral form.

---

### Course content:

- conducting research

- finding sources
- identifying credible sources
- integrating sources
- citing and referencing in APA style
- peer review
- presenting findings of research

---

### Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- 
- Independent work
- Project work
- Multimedia
- Peer review
- Critiques

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions
- Attending peer review and individual conference meetings

---

### Monitoring student work:

Activity ECTS

Component	ECTS
1 Revising with AI	0.5

2 Sources Quiz	0.5
3 Integration Quiz	0.5
4 Critical Analysis	0.5
5 Introduction & Literature Review	0.5
6 Peer Review 1	0.25
7 Paper Draft	0.5
8 Peer Review 2	0.25
9 Final Paper	0.75
10 Research presentation	0.75
<b>Total:</b>	<b>5</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
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1 Research Methods	10
2 Sources Quiz	10
3 Integration Quiz	10
4 Critical Analysis	10
5 Introduction & Literature Review	10
6 Peer Review 1	5
7 Paper Draft	10
8 Peer Review 2	5
9 Final Paper	15
10 Research presentation	15
Total:	100

Required reading:

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

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Additional reading:

- Selected newspaper and magazine articles posted by the instructor on My Courses

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student course evaluation
- Peer observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Writing Seminar
Course leader:	Evelina Miščin
Study programme:	WMC
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Develop proficiency in analytical and rhetorical reading and writing and critical thinking
  - Read and interpret a variety of non-fiction texts
  - Develop academic research and literacy practices
- 

### Conditions for enrolment in the course:

Critical Reading and Writing

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Examine a variety of intellectually challenging non-fiction texts
  - CLO2:** Connect the ideas of others to one's own ideas
  - CLO3:** Criticize peer work
  - CLO4:** Produce and revise a research project in written and oral form
- 

### Course content:

- Conducting research
- Bad science
- Paper structure

- Finding sources
- Integrating sources
- Peer review
- Reporting finding visually
- Presenting research

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Peer review

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Topic Proposal	0.25
Quick Topic Presentation	0.5
Working Bibliography	0.25
Bibliography presentation	0.5
Research Paper 500 Draft	0.5
Peer Review	0.5
Research Paper 2500 Draft	0.5
Research Paper Present.	1
Final Paper	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Topic Proposal	5
Quick Topic Presentation	10
Working Bibliography	5
Bibliography presentation	10
RP 500 Draft	10
Peer Review	5
Annotated Bibliography	10
RP 2500 Draft	10
RP Presentation	20
RP Final	20
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Beginning French II
Course leader:	Tea Kovačević
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in French as it is spoken and written today
- Practice all four basic language skills - listening, speaking, reading, and writing
- Give opportunities for student-student interaction and self-expression in realistic situations
- Emphasize cultural aspects of contemporary life and culture in Russia and French-speaking countries
- Engage students in in-class dialogues and readings

---

### Conditions for enrolment in the course:

Completion of Beginning French I

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Produce short texts in written form

**CLO2:** Implement appropriate grammar rules and vocabulary at sentence and text level in written form

**CLO3:** Combine more complex vocabulary to improve communication skills

**CLO4:** Contrast aspects of French life and culture

**Course content:**

- applying target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talking about plans, travel preparations, free time, needs, feelings and attitudes
- interpreting different topics related to course material
- using target grammatical structures in the present and past tenses
- applying acquired grammatical structures and vocabulary in speaking and writing
- expressing ideas in writing
- comparing and thinking critically about cultural differences
- connecting different contents in written and oral form

---

**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8
Final Oral Examination	0.5
Homework	0.5



Total 5

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Manley, J., Smith, S., McMinn, J., & Prévost, 8. (2011). *Horizons*. 6<sup>th</sup> edition.

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### Additional reading:

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

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning German II
Course leader:	Nikolina Božinović
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today
  - Practice all four basic language skills - listening, speaking, reading, and writing
  - Give opportunities for student-student interaction and self-expression in realistic situations
  - Emphasize cultural aspects of contemporary life and culture in German speaking countries
  - Engage students in in-class dialogues and readings
- 

### Conditions for enrolment in the course:

Completion of Beginning German I

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Produce short texts in written form

**CLO2:** Implement appropriate grammar rules and vocabulary at sentence and text level in written form

**CLO3:** Combine more complex vocabulary to improve communication skills

**CLO4:** Contrast aspects of German life and culture

## Course content:

- applying target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talking about plans, travel preparations, free time, needs, feelings and attitudes
- interpreting different topics related to course material
- using target grammatical structures in the present and past tenses
- applying acquired grammatical structures and vocabulary in speaking and writing
- expressing ideas in writing
- comparing and thinking critically about cultural differences
- connecting different contents in written and oral form

---

## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

## Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

## Monitoring student work:

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8
Final Oral Examination	0.5
Homework	0.5

Total 5

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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#### Required reading:

- Moeller, J., Berger, S., Hoecherl-Alden, G., Howes, S., Adolph, W. (2016). *Deutsch heute*, Introductory German, Tenth Edition, Cengage Learning.
- Moeller, J., Berger, S., Hoecherl-Alden, G., Howes, S., Adolph, W. (2016). *Deutsch heute*, Student Activities Manual, Tenth Edition, Cengage Learning.

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#### Additional reading:

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

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning Italian II
Course leader:	Ana Gudelj
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today
- Practice all four basic language skills - listening, speaking, reading, and writing
- Give opportunities for student-student interaction and self-expression in realistic situations
- Emphasize cultural aspects of contemporary life and culture in Spain and Spanish speaking countries
- Engage students in in-class dialogues and readings

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Produce short texts in written form

**CLO2:** Implement appropriate grammar rules and vocabulary at sentence and text level in written form

**CLO3:** Combine more complex vocabulary to improve communication skills

**CLO4:** Contrast aspects of Italian life and culture

**Course content:**

- applying target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talking about plans, travel preparations, free time, needs, feelings and attitudes
- interpreting different topics related to course material
- using target grammatical structures in the present and past tenses
- applying acquired grammatical structures and vocabulary in speaking and writing
- expressing ideas in writing
- comparing and thinking critically about cultural differences
- connecting different contents in written and oral form

---

**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8
Final Oral Examination	0.5
Homework	0.5

Total 5

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Merlonghi, F., Merlonghi, F., Tursi, J., & O'Connor, B. (2012). *Oggi in Italia: a first course in Italian* (9<sup>th</sup> ed.). Heinle Cengage Learning.
- Merlonghi, F., Merlonghi, F., Tursi, J., & O'Connor, B. (2012). *Oggi in Italia: Student activities manual* (9<sup>th</sup> ed.). Heinle Cengage Learning.

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### Additional reading:

- Cozzarelli, J.M. (2020). *Sentieri*. Vista Higher Learning.
- Manella, C. (2005). *Sì! L'italiano in mano. Manuale e corso pratico di italiano per stranieri. Livello elementare, intermedio e superiore*. Progetto Lingua Edizioni.



Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Beginning Spanish II
Course leader:	Barbara Perić
Study programme:	Global Business Management
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today
- Practice all four basic language skills - listening, speaking, reading, and writing
- Give opportunities for student-student interaction and self-expression in realistic situations
- Emphasize cultural aspects of contemporary life and culture in Spain and Spanish speaking countries
- Engage students in in-class dialogues and readings

---

### Conditions for enrolment in the course:

Completion of Beginning Spanish I

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### Expected learning outcomes of the course:

A student will be able to:

- |              |   |
|--------------|---|
| <b>CLO1:</b> | Produce short texts in written form   |
| <b>CLO2:</b> | Implement appropriate grammar rules and vocabulary at sentence and text level in written form |
| <b>CLO3:</b> | Combine more complex vocabulary to improve communication skills                               |
| <b>CLO4:</b> | Contrast aspects of Hispanic life and culture   |

### Course content:

- applying target grammatical structures and vocabulary through storytelling and describing real-life situations in the past
- talking about plans, travel preparations, free time, needs, feelings and attitudes
- interpreting different topics related to course material
- using target grammatical structures in the present and past tenses
- applying acquired grammatical structures and vocabulary in speaking and writing
- expressing ideas in writing
- comparing and thinking critically about cultural differences
- connecting different contents in written and oral form

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.6
Quiz 2	0.6
Quiz 3	0.6
Written Assignments	1.4
Oral In-Class Examinations	0.8

Final Oral Examination 0.5

Homework 0.5

**Total 5**

Teaching time is worth 2 ECTS points and it has been incorporated in time for assignments

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Written Assignments	28
Oral In-Class Examinations	16
Final Oral Examination	10
Homework	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Hershberger, R., Navey-Davis, S. & Borrás Álvarez, G. (2016). *Plazas, Lugar de encuentros* (5<sup>th</sup> ed.), Heinle Cengage Learning.

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### Additional reading:

- Acevedo A, I. (2013). *Spanish Reader for Beginners-Elementary*. CreateSpace Independent Publishing Platform.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

## General Information

Course title:	IB Cooperative Education 1
Course leader:	Barbara Jerečić
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	12
Teaching hours (L+S+E):	Coop

## Course Description

Career-related work experience. Employment within the international business related industries is monitored by the International Business program and the Career Services Office.

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### Course objectives:

- Coop work is designed for the student to experience progressive training on the job as related to the academic option.

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### Conditions for enrolment in the course:

Minimum 55 credits obtained.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply acquired knowledge and skills from previous academic courses in co-op tasks.
- CLO2:** Perform in accordance with the instructions and feedback in the process of solving co-op tasks in a real environment.
- CLO3:** Explain the activities, work processes and the market environment of the co-op organization.
- CLO4:** Reflect on professional and personal growth, and work-related competencies gained during co-op.

### Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

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### Teaching delivery methods:

- Field work
  - Mentoring
  - Remote learning
  - Independent work
  - Project work
- 

### Student obligations:

- Completing full 400 hours of mentored field work
  - Submitting co-op documentation (registrations, reports, evaluations)
- 

### Monitoring student work:

Activity	ECTS
Mentored fieldwork	11.7
Co-op evaluation reports	0.3
<b>Total</b>	<b>12</b>

Teaching time is worth 0 ECTS points and it has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Mentored fieldwork	97.5
Co-op evaluation reports	2.5
<b>Total:</b>	<b>100</b>

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
- 

Additional reading:

- ...
- 

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- RIT Croatia cooperative education registration form & offer letter
- RIT Croatia cooperative education biweekly report form for students on remote or project-based co-op formats
- RIT Croatia cooperative education student evaluation form
- RIT Croatia cooperative education employer evaluation form



# **YEAR 3 – COURSE DESCRIPTIONS**

## General Information

Course title:	Cross-Cultural Management
Course leader:	Kevin Walker
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

This course explores the key implementation issues facing global businesses and those firms wishing to expand into the global arena. An emphasis is placed on issues related to the topic of culture. The course examines its impact on management, individuals, groups, and how it affects organizational performance. Leadership styles, in the cross-cultural context, will be deconstructed as will communication, decision-making, negotiation, and motivation.

- Appreciate the cross-cultural challenges and constraints associated with international management;
- Recognize the importance of cross-cultural differences and values;
- Develop a global mindset through cultural intelligence;
- Appreciate the legal and ethical dimensions associated with managing across cultures;
- Perceive the impact of culture on: communication; negotiation; decision-making; conflict resolution; motivation
- Recognize the effects that culture has on leadership, authority and power;
- Discern the impact of culture on team building, team dynamics, and the management of multicultural and virtual teams;
- Practicing entrepreneurship as a Born Global in cross-cultural environments

---

### Conditions for enrolment in the course:

Prerequisite: Global Business Environment INTB 225

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create business oriented analyses from a cultural perspective using cultural frameworks
  - CLO2:** Analyze the impact of national culture on selecting, training, and motivating expatriate and local / national employees
  - CLO3:** Select culturally appropriate approaches to trust building, communication, ethics, negotiation, and labor-management relations in cross-cultural business
  - CLO4:** Prescribe effective virtual practices in a cross-cultural environment
  - CLO5:** Plan an approach to launch a start-up in multiple countries
- 

### Course content:

- Cultural dimension constructs: Hofstede, Trompenaars, and GLOBE
  - Trust, communication, and ethics in a cross-cultural environment
  - Managing in a cross-cultural environment
  - Negotiating in cross-cultural settings
  - Expatriates, host-country nationals, and third country nationals as staffing options
  - Human resource issues in a multi-cultural setting
  - Business norms and attitudes in specific cultures
  - Born Globals and entrepreneurship
  - Virtual team dynamics and practices in cross-cultural environments
- 

### Teaching delivery methods:

- Lectures
  - Cases
  - In-class work
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Project Written	0.90

Project Presentation	0.3
Communication Charter	0.60
Exam 1	1.8
Cases	0.9
Exam 2	1.5
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Project Written	15.0
Project Presentation	5
Communication Charter	10
Exam 1	30
Cases	15
Exam 2	25
<b>Total:</b>	<b>100</b>

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### Required reading:

- Deresky, H. (2014). *International Management: Managing Across Borders & Cultures*, 8<sup>th</sup> Ed, Prentice Hall.

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### Additional reading:

- Hammerich, K. and Lewis D. R. (2013). *Fish Can't See Water: How National Culture Can Make or Break Your Corporate Strategy*, 1st Ed, Wiley.
- Lewis, R. D. (2006). *When cultures collide: leading across cultures*, 3rd Ed, Nicholas Brealey Publishing.
- Trompenaars, F. and Hampden-Turner, C. (1997). *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2nd Ed.
- Hofstede, G., Hofstede, G.J., and Minkov, M. (2009). *Cultures and Organizations: Software of the Mind*, Third Edition. New York: McGraw Hill.

- Other various articles and Internet sites will also be utilized.

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Operations Management
Course leader:	Kristina Soric
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (1.5+0+1.5)

## Course Description

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### Course objectives:

- To define operations management and its strategies
- To identify the opportunities for applications of operations management strategies to balance between efficiency and effectiveness
- To understand how to apply appropriate tools and technology while applying operations management strategies

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### Conditions for enrolment in the course:

STAT-145 or MATH-251 or equivalent courses

## Expected learning outcomes of the course:

A student will be able to:

- CLO 1:** Analyze operations management strategies when balancing between efficiency and effectiveness
  - CLO 2:** Analyze collected information and data about processes while measuring efficiency and effectiveness using digital technology
  - CLO 3:** Evaluate mathematical and statistical concepts for modeling and solving problems from operations management environment
  - CLO 4:** Design examples for modeling, solving and interpreting when applying operations management strategies
- 

## Course content:

### (1) INTRODUCTION TO OPERATIONS MANAGEMENT

- (a) Operations and Productivity
- (b) Managing Projects
- (c) Forecasting Demand

### (2) DESIGNING OPERATIONS

- (a) Product Design
- (b) Quality Management and International Standards
- (c) Process Design
- (d) Location Decisions

### (3) MANAGING OPERATIONS

- (a) Supply Chain Management
  - (b) Managing Inventory
  - (c) Aggregate Scheduling
  - (d) Material Requirements Planning (MRP) and ERP
  - (e) Scheduling for the Short-Term
- 

## Teaching delivery methods:

- Lectures
- Workshops

- Exercises
- Remote learning
- Independent work
- Laboratory

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Exam I	1.5
Exam II	1.5
Exam III	1.5
Homework I	0.3
Homework II	0.3
Homework III	0.3
Quiz 1	0.06
Quiz 2	0.06
Quiz 3	0.06
Quiz 4	0.06
Quiz 5	0.06
Quiz 6	0.06
Quiz 7	0.06
Quiz 8	0.06
Quiz 9	0.06
Quiz 10	0.06
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points %
Exam I	25
Exam II	25



Exam III	25
Homework I	5
Homework II	5
Homework III	5
Quiz 1	1
Quiz 2	1
Quiz 3	1
Quiz 4	1
Quiz 5	1
Quiz 6	1
Quiz 7	1
Quiz 8	1
Quiz 9	1
Quiz 10	1
Total	100

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### Required reading:

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

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### Additional reading:

- Handouts and readings will be made available to students throughout the semester by the instructor
- Video material will be made available to students throughout the semester by the instructor

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Business Ethics and Corporate Social Responsibility
Course leader:	Milena Kužnin
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- This course applies concepts of ethics to business at the macro level and at the micro level. At the macro level the course examines competing business ideologies exploring the ethical concerns of capitalism as well as the role of business in society. At the micro level the course examines the role of the manager in establishing an ethical climate with an emphasis on the development of ethical leadership in business organisations.
- Discussions will focus on stakeholder theory, corporate governance, marketing and advertising ethics, the rights and responsibilities of employees, product safety, ethical reasoning, responsibility to the environment, moving from a culture of compliance to a culture of integrity, and ethical leadership.
- To contribute to the development of future ethical leaders along the lines of sustainable business/corporate social responsibility for future managers.

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### Conditions for enrolment in the course:

Sophomore status

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Explain a range of social, political, ethical issues facing business

**CLO2:** Interpret the reasons for government regulation

**CLO3:** Analyse skills and frameworks to analyse ethical dilemmas

**CLO4:** Evaluate the role of a leader in creating a culture of integrity in an organisation

**CLO5:** Develop influencing and business presentation skills

---

### Course content:

- The Foundation of Ethical Thought.
  - The Evolving Complexities of Business Ethics.
  - Stakeholders and Corporate Social Responsibility.
  - Ethics and Financial Reporting.
  - Ethical Leadership and Corporate Governance.
  - Strategic Planning, Corporate Culture and Corporate Compliance.
  - Decision Making and Human Resource Issues.
  - Ethics and the Environment.
  - Ethics and Information Technology.
  - Marketing and Advertising.
  - Ethical Issues in the Developing World.
  - Establishing Code of Ethics and Ethical Guidelines.
  - Evaluating Corporate Ethics.
- 

### Teaching delivery methods:

- Lectures
  - Seminars
  - Project work
  - Critiques
  - Case discussions
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Exams	2.4
Case Study Analyses	1.2

Final Project	2.4
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exams	40 (2x20)
Case Study Analyses	20
Final Project	40
<b>Total:</b>	<b>100</b>

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### Required reading:

- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2019). Business Ethics: Ethical Decision Making & Cases. Cengage Learning

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### Additional reading:

- Texts and video materials provided by the instructor

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title: Introduction to Psychology

Course leader: Ana Havelka Mestrovic

Study programme: International Business

Course status: Obligatory

Year: Third

ECTS points: 5

Teaching hours (L+S+E): 45 (3+0+0)

## Course Description

Psychology can be defined as the scientific study of mental processes and behavior. . While psychology is most often associated with clinical issues (i.e. abnormal, personality), this makes up only a small portion of the field. Other specialties within the field include, to name a few, physiological, social, organizational, and developmental psychology. We cannot understand ourselves or the individuals around us without looking at how we develop, how we behave in a social context, or the physiological components of our behavior. Thus, this course will serve as an overview of the major fields within psychology with an emphasis on developing an understanding of psychology as the science of human thought and behavior. We will also learn to critically evaluate "common sense" knowledge about how people function.

### Course objectives:

- Introduce students to the field of psychology, its basic concepts, theories, research methods, and contributions to the understanding of human behavior.
- Teach students to think as scientists and learn to apply introductory principles, concepts, and terms to everyday life.
- Develop critical thinking and problem-solving skills as they relate to the application of psychology and its principles.
- Provide a foundation that will enable students to understand and benefit from advanced courses in psychology.

### Conditions for enrolment in the course:

None

## Expected learning outcomes of the course:

A student will be able to:

- LO 1:** Interpret basic concepts, research findings and ethical principles in psychology
- LO 2:** Evaluate logical and objective conclusions about behavior and mental processes from empirical evidence and everyday life
- LO 3:** Analyze written scientific papers from various psychology topics

## Course content:

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

## Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

## Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

## Monitoring student work:

### Activity ECTS

Exam      1

Exam 2 1

Exam 3 1.5

Research report 1

Group presentation 0.5

**Total 5**

Teaching time is worth 2 ECTS points, and it has been incorporated in time for assignments.

### Assessment and evaluation of student work Components of evaluation:

Component	Points/%
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
<b>Research report</b> <b>Group</b> <b>presentation</b>	30/30 10/10

<b>Total:</b>	<b>100/100</b>
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### Required reading

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

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Intermediate French I
Course leader:	Tea Kovačević
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to increase their ability to function better in French language and understand better all aspects of French culture, formal and informal.
- Practice and advance basic skills acquired in the beginning courses.
- Engage students in communication activities, contemporary texts, and more advanced study of vocabulary and grammar to expand all communication skills, especially oral proficiency.
- Emphasize relevant aspects of contemporary French life and culture.

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### Conditions for enrolment in the course:

Completion of Beginning French I and Beginning French II

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce texts in written form about a range of topics
- CLO2:** Argue one's point in class discussions
- CLO3:** Support different cultural aspects with appropriate vocabulary
- CLO4:** Design a presentation on a topic of interest
- CLO5:** Differentiate grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials in present and past tenses
- participating in basic every-day situation dialogues
- arguing for or against a certain position in class discussions
- reading and analyzing a variety of literary and non-literary texts
- writing paragraphs of increasing complexity in French
- gaining a deeper understanding of French culture and differences between different cultures
- delivering a short presentation in French language

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### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

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### Required reading:

- Muyskens, J., Harlow, L., Vialet, M., & Brière, J. (2013). *Bravo!* 8<sup>th</sup> edition. Cengage.
- Muyskens, J., Harlow, L., Vialet, M., & Brière, J. (2013). *Bravo! Student Activities Manual*. 8<sup>th</sup> edition. Cengage.

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### Additional reading:

- 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

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate German I
Course leader:	Nikolina Božinović
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to increase their ability to function better in German language and understand better all aspects of German culture, formal and informal.
- Practice and advance basic skills acquired in the beginning courses.
- Engage students in communication activities, contemporary texts, and more advanced study of vocabulary and grammar to expand all communication skills, especially oral proficiency.
- Emphasize relevant aspects of contemporary German life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning German I and Beginning German II

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Produce texts in written form about a range of topics

**CLO2:** Argue one's point in class discussions

**CLO3:** Support different cultural aspects with appropriate vocabulary

**CLO4:** Design a presentation on a topic of interest

**CLO5:** Differentiate grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials in present and past tenses

- participating in basic every-day situation dialogues
- arguing for or against a certain position in class discussions
- reading and analyzing a variety of literary and non-literary texts
- writing paragraphs of increasing complexity in German
- gaining a deeper understanding of German culture and differences between different cultures
- delivering a short presentation in German language

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

---

### Required reading:

- Moeller, J., Mabee, B., Berger, S., Adolph, W. (2016). *Kaleidoskop Kultur, Literatur und Grammatik*, Ninth Edition, Cengage Learning.
- Moeller, J., Mabee, B., Berger, S., Adolph, W. (2016). *Kaleidoskop Kultur, Literatur und Grammatik*, Student Activities Manual, Ninth Edition, Cengage Learning.

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### Additional reading:

- Funk, H. Kuhn, C., Demme, S. (2006). *Studio d A2 Deutsch als Fremdsprache*, Cornelsen Verlag, Berlin.
- Funk, H., Kuhn, C., Demme, S., Winzer, B. (2009). *Studio d B1 Deutsch als Fremdsprache*, Cornelsen Verlag Berlin.
- Augustyn, P.; Euba, N. (2020). *Stationen, Ein Kursbuch für die Mittelstufe*. Fourth Edition, Cengage Learning.
- German College Dictionary, Harper-Collins, Second Edition (or any other dictionary of the German language)

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate Italian I
Course leader:	Ana Gudelj
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to increase their ability to function better in Italian language and understand better all aspects of Italian culture, formal and informal.
- Practice and advance basic skills acquired in the beginning courses.
- Engage students in communication activities, contemporary texts, and more advanced study of vocabulary and grammar to expand all communication skills, especially oral proficiency.
- Emphasize relevant aspects of contemporary Italian life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I and Beginning Italian II

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce texts in written form about a range of topics
- CLO2:** Argue one's point in class discussions
- CLO3:** Support different cultural aspects with appropriate vocabulary
- CLO4:** Design a presentation on a topic of interest
- CLO5:** Differentiate grammar structures and vocabulary at intermediate level



---

### Course content:

- discussing different topics related to course materials in present and past tenses
- participating in basic every-day situation dialogues
- arguing for or against a certain position in class discussions
- reading and analyzing a variety of literary and non-literary texts
- writing paragraphs of increasing complexity in Italian
- gaining a deeper understanding of Italian culture and differences between different cultures
- delivering a short presentation in Italian language

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Presentation	10
Homework	10
Total:	100

---

### Required reading:

- Italiano, F. & Marchegiani, I. (2007). *Crescendo: An intermediate Italian program* (2nd ed.). Thomson and Heinle.
- *Crescendo*, Workbook/Lab Manual and Audio CDs
- Tognozzi, E. & Cavatorta, G. (2013). *Ponti: Italiano terzo millennio* (3rd ed.). Cengage Learning.
- Tognozzi, E. & Cavatorta, G. (2013) *Ponti: Italiano terzo millennio, Student activities manual* (2nd ed.). Heinle Cengage Learning.

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### Additional reading:

- Manella, C. (2005). *Si! L'italiano in mano. Manuale e corso pratico di italiano per stranieri. Livello elementare, intermedio e superiore*. Progetto Lingua Edizioni.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate Russian I
Course leader:	Ana Peković
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to increase their ability to function better in Russian language and understand better all aspects of Russian culture, formal and informal.
- Practice and advance basic skills acquired in the beginning courses.
- Engage students in communication activities, contemporary texts, and more advanced study of vocabulary and grammar to expand all communication skills, especially oral proficiency.
- Emphasize relevant aspects of contemporary Russian life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning Russian I and Beginning Russian II

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce texts in written form about a range of topics
- CLO2:** Argue one's point in class discussions
- CLO3:** Support different cultural aspects with appropriate vocabulary
- CLO4:** Design a presentation on a topic of interest
- CLO5:** Differentiate grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials in present and past tenses
- participating in basic every-day situation dialogues
- arguing for or against a certain position in class discussions
- reading and analyzing a variety of literary and non-literary texts
- writing paragraphs of increasing complexity in Russian
- gaining a deeper understanding of Russian culture and differences between different cultures
- delivering a short presentation in Russian language

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

---

### Required reading:

- Robin et al. *Golosa – A basic course in Russian*, 5<sup>th</sup> edition. Pearson.

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### Additional reading:

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate Spanish I
Course leader:	Barbara Perić
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to increase their ability to function better in Spanish language and understand better all aspects of Hispanic culture, formal and informal.
- Practice and advance basic skills acquired in the beginning courses.
- Engage students in communication activities, contemporary texts, and more advanced study of vocabulary and grammar to expand all communication skills, especially oral proficiency.
- Emphasize relevant aspects of contemporary Hispanic life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning Spanish I and Beginning Spanish II

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce texts in written form about a range of topics
- CLO2:** Argue one's point in class discussions
- CLO3:** Support different cultural aspects with appropriate vocabulary
- CLO4:** Design a presentation on a topic of interest
- CLO5:** Differentiate grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials in present and past tenses
- participating in basic every-day situation dialogues
- arguing for or against a certain position in class discussions
- reading and analyzing a variety of literary and non-literary texts
- writing paragraphs of increasing complexity in Spanish
- gaining a deeper understanding of Hispanic culture and differences between different cultures
- delivering a short presentation in Spanish language

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4

Total 4

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

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### Required reading:

- Blitt, M.A., Casas, M. & Copple, M.T. (2020). *Exploraciones, curso intermedio* (second edition), Cengage Learning.

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### Additional reading:

- Jarvis, A.C. & Lebrede, L. (2011). *Basic Spanish for business and finance* (second edition), Heinle Cengage Learning.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Exporting and Global Sourcing
Course leader:	Peter Schmidt
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

INTB.225 Global Business Environment

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Understand the significance of international trade in the broader context of economics and the implications of the spectrum from free trade to protectionism for int'l trade
- CLO2:** Choose among typical parameters of int'l trade (e.g. logistics, payment, insurance, incoterms, channels) to reduce cost and mitigate specific forms of risk inherent in importing and exporting
- CLO3:** Relate the structures behind systems of trade tariffs and sales or value-added taxation to common situations in importing and exporting
- CLO4:** Argue for ethical behavior in international trade situations

---

**Course content:**

- Introduction to international trade
- Advantages and disadvantages of protectionism vs free trade
- Measuring international trade
- Labor and international trade
- Currencies, exchange rates
- Export strategies, plans, information
- Distribution channels
- Incoterms
- Export pricing
- Risk and insurance in international trade
- Payment methods in international trade
- Documentation in international trade
- Customs in the EU and in third country trade
- Value added tax in international trade

---

**Teaching delivery methods:**

- Lectures
- Project
- Case studies

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participate in class discussions

---

**Monitoring student work:**

Activity	ECTS
Mid-term 1	1.32
Mid-term 2	1.32
Homework assignments	1.44
Project	0.6
Final exam	1.32
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Mid-term 1	22
Mid-term 2	22
Homework assignments	24
Project	10
Final exam	22
<b>Total:</b>	<b>100</b>

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### Required reading:

- Belay Seyoum, B. (2021). *Export-Import theory, practices, and procedures* (4th ed.). Routledge. <https://doi.org/10.4324/9781003020509>
- Barry, D. (Ed.) (2015). *A basic guide to exporting* (11th ed.). US Dep't of Commerce. [https://legacy.trade.gov/guide\\_to\\_exporting.pdf](https://legacy.trade.gov/guide_to_exporting.pdf)

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### Additional reading:

- Grath, A. (2014). *The handbook of international trade and finance* (3rd ed.). Kogan Page.
- Additional handouts and readings pertaining to current cases and events in international trade will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies
- Selected video materials will also be shared by the instructor

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Communication
Course leader:	Jagoda Poropat Darrer
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To develop and enhance informative and persuasive public speaking skills in a variety of communication contexts.
- To develop and enhance individual and group decision-making, problem-solving, leadership, conflict management skills through persuasion and negotiation with a special focus on the employment process.
- To develop and enhance writing skills, citation and references, and email construction.
- To develop and enhance skills associated with various writing and presentation software (i.e. PowerPoint and MS Word).
- To develop and enhance sensitivity to nonverbal communication and intercultural communication and listening.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will:

- CLO1:** Demonstrate the ability to communicate professionally and effectively in a variety of settings and contexts.
- CLO2:** Compare cultures with a greater understanding of possible/probable difficulties in communication.

**CLO3:** Apply skills needed for the modification of behavior and language in interpersonal/interracial/intercultural communication.

**CLO4:** Apply communication strategies specifically designed for the intercultural setting.

---

**Course content:**

- A. Communication process, improving listening skills, enhancing nonverbal communication skills, how culture affects communication, multi-generational workforce, small group problem-solving, decision-making, leadership and conflict management.
- B. Writing on the job.
  - a. Routine correspondence (e-mails, memos, letters)
  - b. Outlines and reports (informal and formal)
  - c. Developing an agenda, minutes of meeting
  - d. Creating effective Power Point slides and other visual aids
- C. Writing improvement exercises.
  - a. Audience-centered, effective, concise writing
  - b. Choosing communication channels
  - c. Adapting to task and audience: audience benefits, “you” view, tone, positive, courteous language, inclusive language, Plain English, familiar words
  - d. Active/passive voice, sentence structure and variety, punctuation, possession, capitalization, positive expression, number expression, confusing words, parts of speech; document revision and proofreading.
- D. Oral presentations-individual:
  - a. Impromptu speaking opportunities throughout the course
  - b. Presentation about self
  - c. Elevator speech
- E. Business presentations
  - a. Informative/persuasive presentation (3-6 minutes)
  - b. Using visual aids or no aids
- F. Workplace etiquette
  - a. Professional image, introductions, networking, workplace manners, working in cubicles, business meetings, business dining, business gifts, dealing with angry customers
  - b. Telephone manners, netiquette, text etiquette

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Multimedia
- Mentoring
- Peer review
- Discussions

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Quizzes	4.2
Written assignments	0.6
Final report	1.2
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Quizzes 14 x 5	70
Written assignments 5 x 2	10
Final report	20
<b>Total:</b>	<b>100</b>

Required reading:

- Guffey, M. E. (2018). Essentials of Business Communication, 11th edition Thomson-Southwestern.
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Additional reading:

- To be provided by the instructor.
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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Global Marketing
Course leader:	Nina Antičić
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To enable students to assess international markets
- To train students to develop and design market entry strategies and the global marketing program
- To develop students' understanding of cross-cultural organisation and control of marketing and sales

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### Conditions for enrolment in the course:

MKTG-230 Principles of Marketing

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain the company's decision on whether to internationalize.
- CLO2:** Assess which international markets to enter and which international markets to ignore.
- CLO3:** Rank possible market entry strategies for selected international markets.
- CLO4:** Develop the global marketing program.
- CLO5:** Propose implementation and coordination of a global marketing program.

---

### Course content:

- Global marketing in the firm



- Initiation of internationalization
- Internationalization theories
- Development of the firm's international competitiveness
- Global marketing research
- The political and economic environment
- The sociocultural environment
- The international market selection process
- Some approaches to the choice of entry mode
- Export modes
- Intermediate modes
- Hierarchical modes
- International sourcing decisions and the role of the subsupplier
- Product decisions
- Pricing decisions and terms of doing business
- Distribution decisions
- Communication decisions (promotion strategies)
- Cross-cultural sales negotiations
- Organization and control of the global marketing program

---

### Teaching delivery methods:

- Lectures
- In-class discussions
- Business cases
- In-class exercises
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Exam 1	1.5

Exam 2	1.5
Exam 3	1.5
Group project	0.5
<b>Total</b>	<b>5</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	30
Exam 2	30
Exam 3	30
Group Project	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Hollensen, S. (2019) Global Marketing, 8th ed. Harlow, Pearson Education Limited.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.
- Selected video materials will also be shared by the instructor.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General information

Course title:	American Literature
Course leader:	Evelina MIŠČIN
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Communicate field-specific information in written and oral form using a standard English variety.
- Apply principles of academic integrity.
- Critically evaluate text and other media in a specific field.
- Communicate effectively in a variety of professional contexts, both in written and oral forms.
- Assess peer work to provide relevant and thorough feedback.

---

### Conditions for enrolment in the course:

None.

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### Course objectives

- Differentiate among literary terms
- Analyse the meaning of a poem by using a critical perspective
- Compose a crime story applying the principles of the genre
- Create a presentation to elaborate their opinion of a story

- Produce a literary review

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● **Expected learning outcomes of the course:**

- A student will be able to:

**L01:** Debate about a variety of literary texts: poems, short stories and plays.

**L02:** Give examples of various figures of speech used in literary texts.

**L03:** Produce coherent literary analyses, creative essays, presentations of literary texts.

**L04:** Contrast literary texts coming from different literary periods.

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**Course content**

- Differentiating various literary terms
- Analysing the poems
- Crime stories – recognising the structure
- Presenting a story
- Producing a literary review

---

**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Multimedia
- Peer review

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Literary terms quiz	0.5

Writing a crime story	1
Analysing poems	1
Presenting a story	1
Literary review	1.5

**Total** 5

Teaching time has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Literary terms quiz	10
Writing a crime story	20
Analysing poems	20
Presenting a story	20
Literary review	30
<b>Total:</b>	<b>100</b>

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### Required reading

Materials on MyCourses

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### Additional reading:

Rangno, E.V.N. (2006). *Contemporary American Literature (1945-present)*. DWU Books: NewYork.

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Gray, R. (2011). *A Brief History of American Literature*. Wiley-Blackwell: New Jersey.

<http://www.history.com/>

<https://owl.english.purdue.edu/owl/>

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Social Psychology
Course leader:	Ana Havelka Mestrovic
Study programme:	International Business
Course status:	Elective
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Social psychology course topics are related to behaviors and mental processes of individuals in social situations. Topics include: methodology, social perception, social cognition, the self, attitudes, prejudice, attraction, social influence, pro-social behavior, aggression, and behavior in groups. Course activities include lecture, class demonstrations, and assignments.

---

### Course objectives:

- Obtain new knowledge about Social Psychology.
- Understand the concept of social situations and mental processes of individuals.
- Examine pro social behaviour, aggressive behaviour and group behaviour
- Develop a critical understanding of social influence
- To have better understanding about prejudice and stereotypes and implement knowledge in everyday life

---

### Conditions for enrolment in the course:

Prerequisite: Psyc 101

### Expected learning outcomes of the course:

A student will be able to:

**CLO 1:** Discuss major concepts and important social psychology experiments

**CLO 2:** Explain the sources of attitudes, stereotypes, and prejudices (including possible ways of reducing stereotypes, prejudice) and interpersonal attraction

**CLO 3:** Interpret how social influence, conformity, compliance, and obedience influence aggression and prosocial behaviour.

---

### Course content:

- Introduction to social psychology: history, key concepts
- Social influence
- Stereotypes
- Prejudice
- Social theories
- Social experiments
- Conformity
- Obedience

---

### Teaching delivery methods:

- Lectures
- Remote learning
- Project work
- Individual work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions



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**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Exam 1	0.5
Exam 2	1
Exam 3	1
Personal Exercise	1.5
Group presentation	1
<b>Total</b>	<b>5</b>

Teaching time is worth 2 ECTS points, and it has been incorporated in time for assignments.

Assessment and evaluation of student work

**Components of evaluation:**

<b>Component</b>	<b>Points/%</b>
Exam 1	5/5
Exam 2	10/10
Exam 3	10/10
Personal Experiment	50/50
Group presentation	25/25
<b>Total:</b>	<b>100</b>

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**Description of assignments**

**Exams** consist of multiple choice questions in 80 % and 20 % are essay type questions. Questions are connected with chapters covered during classes. Exams are non-cumulative.

**Personal Experiment** promote students' practical involvement within the Social Psychology Sciences. Students need to design one social psychology experiment and test hypotheses on 10 colleagues.

### Required reading:

1. Brainscombe and Barone. Social Psychology, 11th Ed, McGraw Hill

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate French II
Course leader:	Tea Kovačević
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to further increase their ability to function better in French language and understand better all aspects of French culture, formal and informal.
- Practice formal language and cultural behavior in professional environment
- Engage students in complex communication activities, contemporary texts, and more advanced study of vocabulary and grammar to further develop all communication skills, especially oral proficiency.
- Study and critically evaluate different aspects of contemporary French life and culture.

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### Conditions for enrolment in the course:

Completion of Beginning French I, Beginning French II and Intermediate French I

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create formal and informal texts in written form to communicate effectively in formal and informal settings
- CLO2:** Criticize different cultural aspects by formulating a standpoint on various topic
- CLO3:** Design a presentation on personal or professional topics
- CLO4:** Differentiate more complex grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials applying all verb tenses
- introducing and practicing contemporary formal French language and defining cultural differences in professional environments
- participating in debates and arguing for or against a certain position in class discussions
- critically reading and analyzing a variety of texts
- writing paragraphs in more advanced French using a variety of tenses and complex grammatical structures
- gaining a more profound understanding of French culture and differences between various cultures
- delivering a presentation in French language

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### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

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### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

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### Required reading:

- Muyskens, J., Harlow, L., Vialet, M., & Brière, J. (2013). *Bravo!* 8<sup>th</sup> edition. Cengage.
- Muyskens, J., Harlow, L., Vialet, M., & Brière, J. (2013). *Bravo! Student Activities Manual*. 8<sup>th</sup> edition. Cengage.

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### Additional reading:

- 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

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate German II
Course leader:	Nikolina Božinović
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to further increase their ability to function better in German language and understand better all aspects of German culture, formal and informal.
- Practice formal language and cultural behavior in professional environment
- Engage students in complex communication activities, contemporary texts, and more advanced study of vocabulary and grammar to further develop all communication skills, especially oral proficiency.
- Study and critically evaluate different aspects of contemporary German life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning German I, Beginning German II and Intermediate German I

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create formal and informal texts in written form to communicate effectively in formal and informal settings

**CLO2:** Criticize different cultural aspects by formulating a standpoint on various topic

**CLO3:** Design a presentation on personal or professional topics

**CLO4:** Differentiate more complex grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials applying all verb tenses
- introducing and practicing contemporary formal German language and defining cultural differences in professional environments
- participating in debates and arguing for or against a certain position in class discussions
- critically reading and analyzing a variety of texts
- writing paragraphs in more advanced German using a variety of tenses and complex grammatical structures
- gaining a more profound understanding of German culture and differences between various cultures
- delivering a presentation in German language

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4
<b>Total</b>	<b>4</b>



Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

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### Required reading:

- Moeller, J., Mabee, B., Berger, S., Adolph, W. (2016). *Kaleidoskop Kultur, Literatur und Grammatik*, Ninth Edition, Cengage Learning.
- Moeller, J., Mabee, B., Berger, S., Adolph, W. (2016). *Kaleidoskop Kultur, Literatur und Grammatik*, Student Activities Manual, Ninth Edition, Cengage Learning.

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### Additional reading:

- Funk, H. Kuhn, C., Demme, S. (2006). *Studio d A2 Deutsch als Fremdsprache*, Cornelsen Verlag, Berlin.
- Funk, H., Kuhn, C., Demme, S., Winzer, B. (2009). *Studio d B1 Deutsch als Fremdsprache*, Cornelsen Verlag Berlin.
- Augustyn, P.; Euba, N. (2020). *Stationen, Ein Kursbuch für die Mittelstufe*. Fourth Edition, Cengage Learning.
- German College Dictionary, Harper-Collins, Second Edition (or any other dictionary of the German language)

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate Italian II
Course leader:	Ana Gudelj
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to further increase their ability to function better in Italian language and understand better all aspects of Italian culture, formal and informal.
- Practice formal language in written and oral form as well as cultural behavior in professional environment.
- Engage students in complex communication activities, contemporary texts, and more advanced study of vocabulary and grammar to further develop all four language skills, especially oral proficiency.
- Study and critically evaluate different aspects of contemporary Italian life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I, Beginning Italian II and Intermediate I

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create formal and informal texts in written form to communicate effectively in formal and informal settings.

**CLO2:** Criticize different cultural aspects by formulating a standpoint on various topic.

**CLO3:** Design a presentation on personal and/or professional topics.

**CLO4:** Differentiate more complex grammar structures and vocabulary at intermediate level.

---

### Course content:

- Discussing different topics related to course materials applying all verb tenses.
- Introducing and practicing contemporary formal Italian language and defining cultural differences in professional environment.
- Participating in debates and arguing for or against a certain position in class discussions.
- Critically reading and analyzing a variety of texts.
- Writing paragraphs in Italian using a variety of tenses and complex grammatical structures.
- Gaining a more profound understanding of Italian culture and differences between various cultures.
- Delivering a presentation in Italian language.

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

## Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Presentation	10
Homework	10
Total:	100

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### Required reading:

Di Francesco A. & Massimo Naddeo C. (2009). *Bar Italia*. Progetto Italiano, Firenze.

Italiano F. & Marchegiani I. (2007). *Crescendo: An Intermediate Italian Program*. second edition. Thomson and Heinle. Boston. MA. United States.

Italiano F. & Marchegiani I. (2007). *Crescendo: Workbook/Lab Manual and Audio CDs*

Tognozzi E. & Cavatorta G. (2013). *Ponti: italiano terzo millennio*. 3rd edition. Heinle Cengage Learning. Boston. MA. United States.

Tognozzi E. & Cavatorta G. (2013). *Ponti: italiano terzo millennio. Student Activities Manual*. 3rd edition. Heinle Cengage Learning. Boston. MA. United States.

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### Additional reading:

Manella, C. (2010). *Ecco! Grammatica Italiana*. 12<sup>th</sup> edition. Progetto Lingua, Firenze.

Manella, C. (2010). *Dizionario dei verbi italiani*. 12th edition. Progetto Lingua, Firenze.

Guastalla, C. (2012). *Giocare con la letteratura*. Alma Edizioni, Firenze.

Barki P. & Diadori P. (1999). *Pro e contro 1/2: conversare e argomentare in italiano*. Livello intermedio, libro dello studente. 2nd edition. Bonacci editore, Roma.

Barki P. & Diadori P. (1999). *Pro e contro 1/2: conversare e argomentare in italiano*. Livello intermedio, guida per l'insegnante. 2nd edition. Bonacci editore, Roma.

Anzivino F. & D'Angelo K. (2009). *Ci vuole orecchio! 2/3, Ascolti autentici per sviluppare la comprensione orale*, ALMA Edizioni, Firenze.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills, and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate Spanish II
Course leader:	Barbara Perić
Study programme:	GBM
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to further increase their ability to function better in Spanish language and understand better all aspects of Hispanic culture, formal and informal.
- Practice formal language and cultural behavior in professional environment
- Engage students in complex communication activities, contemporary texts, and more advanced study of vocabulary and grammar to further develop all communication skills, especially oral proficiency.
- Study and critically evaluate different aspects of contemporary Hispanic life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning Spanish I, Beginning Spanish II and Intermediate Spanish I

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create formal and informal texts in written form to communicate effectively in formal and informal settings
- CLO2:** Criticize different cultural aspects by formulating a standpoint on various topic
- CLO3:** Design a presentation on personal or professional topics
- CLO4:** Differentiate more complex grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials applying all verb tenses
- introducing and practicing contemporary formal Spanish language and defining cultural differences in professional environments
- participating in debates and arguing for or against a certain position in class discussions
- critically reading and analyzing a variety of texts
- writing paragraphs in more advanced Spanish using a variety of tenses and complex grammatical structures
- gaining a more profound understanding of Hispanic culture and differences between various cultures
- delivering a presentation in Spanish language

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### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Remote learning
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Oral Examination	0.4
Homework	0.4
<b>Total</b>	<b>4</b>



Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	12
Quiz 2	12
Quiz 3	12
Oral In-Class Examinations	16
Written Assignments	28
Final Oral Examination	10
Homework	10
Total:	100

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### Required reading:

- Blitt, M.A., Casas, M. & Copple, M.T. (2020). *Exploraciones, curso intermedio* (second edition), Cengage Learning.

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### Additional reading:

- Jarvis, A.C. & Lebrede, L. (2011). *Basic Spanish for business and finance* (second edition), Heinle Cengage Learning

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### skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	IB Cooperative Education 2
Course leader:	Barbara Jerečić
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	12
Teaching hours (L+S+E):	Coop

## Course Description

Career-related work experience. Employment within the international business related industries is monitored by the International Business Program and the Career Services Office.

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### Course objectives:

- Coop work is designed for the student to experience progressive training on the job as related to the academic option.

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### Conditions for enrolment in the course:

Completed IB cooperative education 1.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply the relevant ethical principles and work-environment behaviors within the co-op position and organization.
- CLO2:** Propose solutions to challenges within the area of co-op specialization.
- CLO3:** Integrate the creation and communication of the professional content in oral and written forms.
- CLO4:** Utilize appropriate tools, methods and techniques used in the co-op tasks or projects.

### Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

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### Teaching delivery methods:

- Field work
  - Mentoring
  - Remote learning
  - Independent work
  - Project work
- 

### Student obligations:

- Completing full 400 hours of mentored field work
  - Submitting co-op documentation (registrations, reports, evaluations)
- 

### Monitoring student work:

Activity	ECTS
Mentored fieldwork	11.7
Co-op evaluation reports	0.3
<b>Total</b>	<b>12</b>

Teaching time is worth 0 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Mentored fieldwork	97.5
Co-op evaluation reports	2.5
<b>Total:</b>	<b>100</b>

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
- 

Additional reading:

- ...
- 

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- RIT Croatia cooperative education registration form & offer letter
- RIT Croatia cooperative education biweekly report form for students on remote or project-based co-op formats
- RIT Croatia cooperative education student evaluation form
- RIT Croatia cooperative education employer evaluation form

## General Information

Course title: Introduction to Psychology

Course leader: Ana Havelka Mestrovic

Study programme: WMCCourse status: Obligatory

Year: Third

ECTS points: 5

Teaching hours (L+S+E): 45 (3+0+0)

## Course Description

Psychology can be defined as the scientific study of mental processes and behavior. . While psychology is most often associated with clinical issues (i.e. abnormal, personality), this makes up only a small portion of the field. Other specialties within the field include, to name a few, physiological, social, organizational, and developmental psychology. We cannot understand ourselves or the individuals around us without looking at how we develop, how we behave in a social context, or the physiological components of our behavior. Thus, this course will serve as an overview of the major fields within psychology with an emphasis on developing an understanding of psychology as the science of human thought and behavior. We will also learn to critically evaluate "common sense" knowledge about how people function.

### Course objectives:

- Introduce students to the field of psychology, its basic concepts, theories, research methods, and contributions to the understanding of human behavior.
- Teach students to think as scientists and learn to apply introductory principles, concepts, and terms to everyday life.
- Develop critical thinking and problem-solving skills as they relate to the application of psychology and its principles.
- Provide a foundation that will enable students to understand and benefit from advanced courses in psychology.

### Conditions for enrolment in the course:

None

## Expected learning outcomes of the course:

A student will be able to:

- LO 1:** Interpret basic concepts, research findings and ethical principles in psychology
- LO 2:** Evaluate logical and objective conclusions about behavior and mental processes from empirical evidence and everyday life
- LO 3:** Analyze written scientific papers from various psychology topics

## Course content:

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

## Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

## Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

## Monitoring student work:

### Activity ECTS

Exam      1

Exam 2 1

Exam 3 1.5

Research report 1

Group presentation 0.5

**Total 5**

Teaching time is worth 2 ECTS points, and it has been incorporated in time for assignments.

### Assessment and evaluation of student work Components of evaluation:

Component	Points/%
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
<b>Research report Group presentation</b>	30/30 10/10

<b>Total:</b>	<b>100/100</b>
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### Required reading

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

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



# **YEAR 4 – COURSE DESCRIPTIONS**

## General Information

Course title:	Strategic Management
Course leader:	Milivoj Marković
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Develop an understanding of strategy and strategic management in order to achieve favourable outcomes as you compete in the world of business.
- Develop proficiency in using frameworks (tools) for analysing, understanding, and successfully managing any enterprise.
- Make strategic decisions on sound information and data analysis complemented with skills and business judgement that managers must use to maximize long-term profits in the face of uncertainty and competition.
- When making decisions, draw and build on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics.

### Conditions for enrolment in the course:

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- DECS.310 - Operations Management
- FINC.220 - Financial Management
- MGMT.215 - Organizational Behavior
- MKTG.230 - Principles of Marketing

### Expected learning outcomes of the course:

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A student will be able to:

**CLO1:** Apply core frameworks when deciding on resource allocation in the process of making a strategic decision.

**CLO2:** Evaluate the effectiveness of strategic decisions for a company in a competitive environment.

**CLO3:** Develop strategic recommendations for improving the performance of a company operating in a competitive environment.

**CLO4:** Appraise strategic challenges that competitive organizations face using strategy frameworks.

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### Course content:

The course is designed to cover the following topics:

- Overview of strategic management.
- External environmental analysis.
- Internal environmental analysis including resources and capabilities.
- Business level decision-making.
- Corporate level decision-making.
- Impact of innovation on strategic decision-making.
- Strategic implementation and control.
- Simulation practice of analysis, strategic decision-making, implementation, assessment and control.

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### Teaching delivery methods:

- Lectures
- Simulation
- Case studies
- Project work
- Mentoring
- Peer review
- Critiques

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Debrief Reports	2.4
Quizzes 1-3	2.7
COMP-XM	0.9
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Debrief Reports	40
Quizzes 1-3	45 (15*3)
COMP-XM	15
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Grant, R. M. (2016). Contemporary Strategy Analysis – Text and Cases, 9th Edition, John Wiley & Sons Ltd., or
- Rothaermel, F. (2020). Strategic Management, McGraw Hill, 5th Edition.

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**Additional reading:**

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from scholarly and business journals.
- Selected video materials will also be shared by the instructor.

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**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	COS-ENVS-151- Scientific Inquiries in Environmental Science
Course leader:	Staša Puškarić
Study programme:	IB
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## 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.

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### 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.

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### Conditions for enrolment in the course:

Prerequisite ENVS 150

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Develop one's own theories, methods, procedures, models, and other scientific results applying a scientific method
- LO2:** Analyze existing sources and databases with the aim of collecting data needed for carrying out own research

**LO3:** Solve complex problems using scientific methods

**LO4:** Compose a scientific manuscript

**LO5:** Formulate and defend claims and solutions using evidence gathered from own research.

---

### Course content:

This is a project based course. Accompanied with lectures, class discussions and in-class presentations students will be led through the entire scientific method process. From defining problems, forming research questions and ideas, conducting their own research (primary research), discussing their results and organizing information in a scientific research paper. The course culminates with student final presentations in the last week of the semester in which they have to summarize their work during the course.

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### Teaching delivery methods:

- Lectures
- Exercises
- Field work
- Independent work
- Project work

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

### Monitoring student work:

Activity		ECTS
<b>Assignment 1</b>		<b>1.5</b>
Outline of the research idea with short presentation	0.25	
Literature review with in-class presentation	0.6	
Results (primary research) with in-class presentation	0.65	
<b>Assignment 2</b>		<b>2.5</b>
Research Paper	1.5	
Final Presentation	1.0	

<b>Attendance</b>	<b>1.0</b>
<b>Participation</b> in class discussions	<b>1.0</b>
<b>Total</b>	<b>6</b>

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Assignment 2	25
Attendance	25
Participation	25
<b>Total:</b>	<b>100</b>

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### Required reading (at the moment of submitting the Study Programme Report):

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

Diamond, J. *Collapse: How Societies Choose to Fail or Survive*. Penguin Books, London, UK.

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### Additional reading (at the moment of submitting the Study Programme Report):

- Papers selected from the primary literature (RIT Wallace library)

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### Number of copies of required reading in relation to the number of students who currently attend a course:

Materials available at RIT online library The Wallace Center.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes



## General Information

Course title: Cognitive Psychology

Course leader: Ana Havelka Mestrovic

Study programme: International Business

Course status: Elective

Year: Fourth

ECTS points: 6

Teaching hours (L+S+E): 45 (3+0+0)

## Course Description

This course examines how people perceive, learn, represent, remember and use information. Contemporary theory and research are surveyed in such areas as attention, pattern and object recognition, memory, knowledge representation, language acquisition and use, reasoning, decision making, problem solving, creativity, and intelligence. Applications in artificial intelligence and human/technology interaction may also be considered.

### Course objectives:

- Develop an understanding of the major theories of cognitive psychology
- Understand the methods involved in cognitive psychology research.
- Examine the ways in which humans differ with regards to the decision making process.
- Apply theories as tools for describing and explaining cognitive strategies in individuals
- Reflect on your own heuristics and mindset

### Conditions for enrolment in the course:

Prerequisite: Psyc 101

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Compare different cognitive strategies to solve the problems and thinking errors

**CLO2:** Analyze and disseminate relevant research, and master cognitive terminology used by professional psychologists

**CLO 3:** Explain empirical evidence for theoretical positions within various areas of cognitive psychology.

### Course content:

- Cognition defined and described.
- Assessment of cognitive tests including ethical considerations and the scientific method.
- Brain development.
- Genetic approach to cognitive psychology.
- Mind trap.
- Behavioral/Learning approaches to personality.
- Heuristics
- Cultural/social/anthropological views of personality including non-Western views of cognition.
- Applications to individual differences.

### Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

## Monitoring student work:

### Activity ECTS

Exam 1 1.5

Exam 2 1.5

Exam 3 1.5

Cognitive research 1.5

**Total 6**

Teaching time is worth 2 ECTS points, and it has been incorporated in time for assignments

## Assessment and evaluation of student work Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
<b>Cognitive research</b>	<b>40/40</b>
<b>Total:</b>	<b>100</b>

## Required reading:

- Kahneman and Tversky(2010).Thinking fast and slow
- Gazzaniga (2011). Cognitive Neuroscience

## Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

- Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course leader:	Francis Brassard
Course title:	Heritage and Tourism
Study programme:	GBM-IB/HTM/WMD
Course status:	Elective
Year:	Fourth
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

- Tourism is a global industry and an important part of the human experience. There are many forces within tourism that act upon people's lives, and in particular their environments, economies, cultural heritage, and identity. This course will explore tourism and its many dimensions. Beginning with an examination of kinds of tourism, this course unpacks tourism's ancient trade and pilgrimage routes as well as its class dynamics of post-industrialization. Other aspects of tourism to be explored include strategies and effects of tourism development and production, nationalism and cultural identity, commodification and marketing of culture and the ethics of development, labor and infrastructural changes, social inequalities, ecological impact, sustainable tourism, the experience of tourists, ritual and authenticity, and the relationship between tourists and tourism workers. This course provides opportunities for cross-cultural analysis of tourism sites, for participant observation of the tourist experience, and for evaluation and recommendation of tourism site development in and around Dubrovnik and Croatia.

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### Course objectives:

1. Deconstruct tourism as a normal cultural and economic activity.
2. Identify behavioral patterns within tourism settings.
3. Identify key terms and concepts within tourism analyses.
4. Compare/contrast tourism activities across the industry and globe and critically engage with a view to best practices.
5. Analyze the impacts of tourism industry (cause and effect) on local communities.
6. Assess harmonious and mutually benefitting host and guest relationships.
7. Assess awareness of sustainable environmental effects of tourism.
8. Apply global principles to real life tourism site/ project.

---

## Conditions for enrolment in the course:

None

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## Expected learning outcomes of the course:

A student will be able to:

- LO1:** Analyze the impacts of the tourism industry (cause and effect) on local communities.
  - LO2:** Discuss the various issues related to the development and implementation of heritage tourism destinations and events.
  - LO3:** Compare tourism activities across the industry taking into consideration its best practices.
  - LO4:** Design an original cultural heritage project or improve an existing one.
- 

## Course content:

1. Introduction and definition of heritage/cultural tourism
  2. Challenges in achieving sustainable cultural tourism
  3. The various types of tourism
  4. Cultural heritage management
  5. The types of cultural asset and the concept of commodification
  6. The types of cultural tourist
  7. The notion of gatekeepers
  8. Marketing for Cultural Heritage Management
- 

## Teaching delivery methods:

- Lectures and multimedia presentations
  - Class discussions
- 

## Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

## Components of evaluation:

Component	Points/%	ECTS
What-to-do short presentations (3@5%)	15	.9

Short report (3@10%)	30	1.8
Learning cell assignment	15	.9
Midterm presentation	20	1.2
Final presentation	20	1.2
<b>Total:</b>	<b>100</b>	<b>6</b>

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### Required reading:

- McKercher, Bob and Hilary du Cros. (2002). *Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management*. New York: The Haworth Press, Inc. (Available online at <https://library.rit.edu>)
- The material will be supplied by the instructor.

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### Additional reading:

- Chhabra, Deepak. (2010). *Sustainable Marketing of Cultural and Heritage Tourism*. London and New York: Routledge.
- *Cultural Heritage and Tourism in the Developing World: A regional perspective*. (2009). Edited by Dallen J. Timothy and Gyan P. Nyaupane. London and New York: Routledge.
- *Cultural Tourism*. (2013) Edited by Razaq Raj, Kevin Griffin and Nigel Morpeth. Oxfordshire: CABI.
- *Cultural Tourism in a Changing World: Politics, Participation and (Re)presentation*. (2006) Edited by Melanie Smith and Mike Robinson. Clevedon, Buffalo and Toronto: Channel View Publications.
- *Heritage and Tourism: Place, encounter, engagement*. (2013) Edited by Russell Staiff, Robyn Bushell and Steve Watson. London and New York: Routledge.
- Reisinger, Yvette and Lindsay W Turner. (2003). *Cross-Cultural Behaviour in Tourism: Concepts and Analysis*. Oxford: Butterworth-Heinemann.
- Smith, K. Melanie. *Issues in Cultural Tourism Studies*. (2003) London and New York: Routledge.
- *The Routledge Handbook of Cultural Tourism*. (2013) Edited by Melanie Smith and Greg Richards. London and New York: Routledge.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes



## General Information

Course title:	Cost Accounting
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Intermediate-level coverage of operational budgeting and performance evaluation. Development and use of cost data for external reporting and internal planning and control. Topics include operational budgeting, performance evaluation, job costing, process costing, joint product, and by-product costing, service department cost allocation, standard costing, activity-based costing, back-flush costing, and transfer pricing. Development of relevant cost information for special purposes is also considered.

---

### Course objectives:

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

## Conditions for enrolment in the course:

ACCT.210 – Management Accounting

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## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain the role of cost accounting in the global business environment
  - CLO2:** Differentiate the costs according to their impact on business entity in global environment
  - CLO3:** Combine cost accounting methods to calculate schedule costs per unit of production and stock consumption
  - CLO4:** Interpret the impact of the selected costs method
  - CLO5:** Compare the results achieved by usage of different costing methods
- 

## Course content:

- Cost Terms and Purposes
  - Costing/marginal costing and CVP analysis
  - Activity based costing
  - Job Costing
  - Budgets and budgetary control
  - Lean manufacturing
  - Pricing and cost management
  - Strategy, Balanced Scorecard, and Strategic Profitability Analysis
  - Cost Allocation, Customer-Profitability Analysis, and Sales- Variance Analysis
  - Capital budgeting and Cost Analysis
  - Inventory Management, Just-in-Time, and Simplified Costing Methods
  - Management Control Systems
  - Performance Measurement
- 

## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases

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**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

**Monitoring student work:**

Activity	ECTS
Classwork (6)	1.44
Case study	0.96
Exam 1	1.2
Exam 2	1.2
Final Exam	1.2
...	
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Classwork (6x4)	24
Case Study	16
Exam 1	20
Exam 2	20
Final Exam	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Datar, S., M., Rajan, M., V., (2021), Horngren's Cost Accounting – Managerial Edition, 17th (Global) Edition, Pearson Education Limited.

Additional reading:

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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Global Economy and Grassroots
Course leader:	Vanda Bazdan
Study programme:	HTM, WMC, IB
Course status:	Elective/Immersion
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## 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.

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### 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)
- Foster development of the ability to reason critically and creatively

---

### Conditions for enrolment in the course:

None

### Expected learning outcomes of the course:

**CLO1:** A student will be able to:

**CLO2:** Explain key vectors of economic globalization, discriminating between historical, ethnographic, and theoretical perspectives on globalization and economy

**CLO3:** Analyse scholarly (anthropology, sociology, and economy) texts, poetry or prose, and popular texts commenting on global economy, politics, and grassroots activities

**CLO4:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding current issues in written format and in competitive debates (in keeping with the academic standards)

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### Course content:

1. Outsourcing: Its Face Abroad
  - 1.1 Offshore Assembly Manufacture
  - 1.2 Free Trade Zones
2. Outsourcing: Impacts within the U.S.
3. Trade Liberalization: North American Free Trade Agreement
4. World Bank: infrastructural projects, dams and riparian systems
5. International Monetary Fund:
  - 5.1 Debt crisis: causes and examples (Mexico, Argentina, Jamaica)
  - 5.2 Structural Adjustment (prescriptions and consequences)
  - 5.3 Cross-conditionality
6. World Trade Organization: relevant rules and key rulings
  - 6.1 Environment: tariff escalation and natural resources, process and production methods
  - 6.2 Public Health: HIV/AIDS medications, baby formula and Gerber trademark in Guatemala, cigarette packaging
  - 6.3 Agriculture: competition through trade liberalization, patenting of life forms, genetically modified organisms, protection of agricultural subsidies, national emergency stores
7. Alterglobalization Movements
  - 7.1 Demonstrations in Seattle
  - 7.2 Anti-Sweatshop Activism
  - 7.3 Zapatista Movement in Mexico
  - 7.4 Confédération Paysanne and Via Campesina
  - 7.5 Global Social Forum
  - 7.6 Green Belt Movement
  - 7.7 Navdanya (India)

- 7.8 Recovered Factories movement in Argentina
- 7.9 Landless Workers' Movement in Brazil
- 7.10 Fair Trade
- 7.11 Slow Food Movement
- 7.12 Localist movements in the U.S.: community supported agriculture, farmers' markets, locavorism, alternative currencies

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### Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

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### Monitoring student work:

Activity	ECTS
Discussions	2.88
Exam 1	1.62
Exam 2	1.5
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	27
Exam 2	25

Discussions (12x4)	48
<b>Total:</b>	<b>100</b>

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### Required reading:

- Selected chapters and excerpts from the listed readings:
- Wallach, L. & Woodall, P. (2004). *Whose Trade Organization?* The New Press.
- Hira, R., & Hira, A. (2005). *Outsourcing America*. Amacom.
- Lappe, F. M. & Lappe, A. (2003). *Hope's edge*. TarcherPerigee.
- Pleyers, G. (2013). *Alter-Globalization*. Polity.
- Dudley, K. M. (1994). *The end of the line: Lost jobs, new lives in postindustrial America*. University of Chicago Press.
- Maeckelbergh, M. (2013). *The will of the many*. Pluto Press.
- Moberg, M. & Lyon, S. (2010). *Fair trade and social justice: Global ethnographies*. NYU Press.
- Thomas, J. (2000). *The battle in Seattle: The story behind and beyond the WTO demonstrations*. Fulcrum Publishing.
- Marcos, Subcomandante Insurgente. (2002). *Our word is our weapon: Selected writings*. Seven Stories Press.
- Barlow, M. and Clarke, T. (2001). *Global Showdown*. Stoddart Pub.
- Ross, A., ed. (1997). *No Sweat*. Verso Books.
- Stiglitz, J. (1994). *Globalization and its discontents*. W.W. Norton & Company.
- Stiglitz, J. (2017). *Globalization and its discontents revisited: Anti-globalization in the era of Trump*. W.W. Norton & Company.
- Hess, D. L. (2009). *Localist Movements in a Global Economy*. The MIT Press.

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### Additional reading:

- Excerpts from classics in anthropology, as well as more recent scholarly and popular articles, available on myCourses.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Consumer Behavior
Course leader:	Nina Antičić
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

A study of the determinants of buying behaviors. Emphasis is on identifying target markets and customer needs, internal and external influences on lifestyle and understanding the buying decision process.

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### Course objectives:

- Understanding of the psychological (individual or internal) and sociological (group or external) consumers' characteristics
- To be able to analyse consumer purchase behaviour
- To be able to understand the factors that influence the buying decision making process
- To be able to apply knowledge about consumer behaviour in marketing and management decisions

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### Conditions for enrolment in the course:

- MKTG230 - Principles of Marketing

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Explain reciprocal influences between consumers and markets.

**CLO2:** Assess how consumers' internal dynamics influence consumer behavior.

**CLO3:** Explain the consumer decision making process before, during and after the purchase.

**CLO4:** Assess how external factors influence consumers' identities and the decisions they make.

---

### Course content:

The course is organized in four main parts:

1. Understanding consumer behavior and how to research it and learn more about consumers.
2. Consumers as an individuals and internal influences on consumer behavior
3. Consumers as members of diverse groups along with group characteristics.
4. Understanding consumer decision making process before, during and after the purchase.

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### Teaching delivery methods:

- Lectures
- Case studies
- Workshops
- Field work
- Project work
- Peer review

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

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### Monitoring student work:

Activity	ECTS
Exams	3 X 1.2
Research Seminar	0.3
Individual Project	2.1
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	20
Exam 2	20
Exam 3	20
Research seminar	5
Individual Project	35
<b>Total:</b>	<b>100</b>

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### Required reading:

- Solomon, M. (2015) Consumer Behavior, Buying, Having and Being, 11th Global edition, Pearson
- Widing, R. E., Sheth, J. N., Pulendran, S., Mittal, B., & Newman, B. I. (2003). Customer behaviour: consumer behaviour and beyond. Thomson Learning

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### Additional reading:

- Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:
- Student survey
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Advertising and Promotion Management
Course leader:	Danijel Carev
Study programme:	International Business
Course status:	Obligatory
Year:	4 <sup>th</sup>
ECTS points:	6
Teaching hours (L+S+E):	45 (3+1+2)

## Course Description

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### Course objectives:

- To introduce students to the concept of Integrated Marketing Communications.
- To understand and critically assess the relevant and contemporary theories and pragmatic concepts within the context of promotion and advertising management.
- To provide guidelines in designing its own promotional campaign supported by business enterprise example.

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### Conditions for enrolment in the course:

- MKTG.230 – Principles of Marketing
- Senior status

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Evaluate advertising and other promotional elements in the communication process of Integrated Marketing Communication (IMC) program.
- CLO2:** Select appropriate promotional mix tactics and tools in the IMC program according to business enterprise examples.
- CLO3:** Design a promotional campaign using the IMC concept supported by business enterprise example.

Course content:

- An introduction to Integrated Marketing Communications (IMC)
- The Role of IMC in the Marketing Process & Developing the Marketing Planning Program
- The Role of Ad Agencies and Other Marketing Communication Organizations & Perspectives on Consumer Behaviour
- The Communication Process & Source, Message, and Channel Factors
- Establishing Objectives and Budgeting & **Creative Strategy**: Planning and Development
- **Creative Strategy**: Implementation and Evaluation & Media Planning and Strategy
- Advertisement – Mass & Support Media
- Direct Marketing and WOM Marketing & Sales Promotion
- Public Relations, Publicity and Corporate Advertising & The Internet: Digital and Social Media
- Personal Selling & New & Alternative Media
- Measuring the Effectiveness of the Promotional Program & **Special Topics and Perspectives**: Evaluating the Social, Ethical, and Economic Aspects of Advertising and Promotion
- **Emerging topics** – Importance of **Promotion in tourism** (examples, group discussion)
- **Introduction to Promotional Campaign** (guidelines and structure)
- Effective creation of promotional strategies (support & examples)

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Teaching delivery methods:

- Lectures
- ppt and oral class assignments
- Written exams
- Promotional campaign

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Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

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Monitoring student work:

Activity	ECTS
5 x ppt class assignments	1.20
4 x oral class assignments	0.72
Exam 1	1.20
Exam 2	1.20
In-class assignment (L24)	0.24

pitch ppt presentation	0.24
FINAL ppt presentation	1.20
<b>Total</b>	<b>6</b>

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
5x ppt class assignments (4pt)	20
4x oral class assignments (3pt)	12
Exam 1	20
Exam 2	20
In-class assignment Emerging topics (L24)	4
Promotional Campaign <i>The Pitch ppt present.</i>	4
Promotional Campaign <i>The FINAL ppt present.</i>	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Belch, G.E. & Belch, M.A. (2021). Advertising and Promotion: An Integrated Marketing Communications Perspective, 12<sup>th</sup> Edition, McGraw-Hill
- Carev, D. (2015). Hotel Sales and Front Office Operation. VPŠ Libertas, Zagreb. ISBN: 978-953-8061-04-2.  
([https://www.academia.edu/11205890/Book\\_Hotel\\_Sales\\_and\\_Front\\_Office\\_Operations\\_2015](https://www.academia.edu/11205890/Book_Hotel_Sales_and_Front_Office_Operations_2015))
- Additional handouts and reading materials will be available throughout the semester. These will be selected articles from variety of sources and different case studies

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business and scientific journals and case studies.
- Selected video materials will also be shared by the instructor.

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Financial Management II
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Introduce students to the advanced theory and practice of the financial management
  - Enable students to perform capital budgeting analysis
  - Foster a deeper understanding of optimal capital structure and how firms make payout decisions
  - Introduce students to various types of financing including hybrid financing
  - Introduce students to issues related to mergers and acquisitions.
- 

### Conditions for enrolment in the course:

FINC.220 Financial management

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Evaluate investment projects using traditional capital budgeting analysis and real options technique
- CLO2:** Propose optimal capital structure for a firm
- CLO3:** Assess various methods of distributions to shareholders
- CLO4:** Assess different methods of raising external capital (equity, debt, lease financing, project financing)



**CLO5:** Evaluate various aspects regarding corporate mergers and divestitures

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## Course content:

- Weighted average cost of capital (WACC)
- Capital budgeting analysis: relevant cash flow, decision rules in capital budgeting (NPV, IRR, MIRR, regular and discounted payback period, EAA, Profitability Index)
- Sensitivity, scenario and break-even analysis
- Real options in capital budgeting process
- Optimal capital structure (MM theory, the trade-off between costs and benefits issuing debt)
- Payout policy (dividend theories, residual dividend model, dividends versus share repurchases, stock splits and stock dividends)
- Raising external equity capital and going public (firm commitment IPO, Dutch auction, direct listing)
- Raising debt (private versus public debt, debt prospectus, unsecured and secured corporate debt, ranking debt, mezzanine financing, bond covenants, repayment provisions (call provision, sinking funds, convertible provisions))
- Hybrid financing (lease financing, project financing)
- Mergers and acquisitions; divestitures

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## Teaching delivery methods:

- Lectures
- Exercises
- Case analysis
- Computer Laboratory

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## Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

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## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5

Exam 3	1.5
Homeworks	1.5
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	25
Exam 2	25
Exam 3	25
Homeworks	25
<b>Total:</b>	<b>100</b>

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### Required reading:

- Brigham, E. F., Houston, J. F. (2022). *Fundamentals of Financial Management*, 16th ed., South-Western Cengage Learning. (selected chapters)

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- Selected video materials will also be shared by the instructor.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Intermediate Investments
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Enable students to gain a robust familiarity with approaches that can be used in the analysis of broad classes of financial assets and markets
- Introduce students to the modern theory of portfolio management and its applications
- Introduce students to security valuation and investment strategies.

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### Conditions for enrolment in the course:

Financial management (FINC220)

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply comprehensive body of knowledge related to investment environment, portfolio construction, portfolio management and asset pricing models
- CLO2:** Create and manage investment portfolio and test its ability to achieve investment objectives
- CLO3:** Evaluate bonds and stocks using various valuation techniques and performance measures
- CLO4:** Recommend the optimal derivatives strategy to manage investment risks or exploit the market mispricing

### Course content:

- Securities markets; Stock indexes; Buying on margin and short-selling
  - Mutual funds
  - Risk and risk aversion
  - Efficient diversification
  - CAPM and index models
  - Efficient Market Hypothesis (and behavioral finance)
  - Bond prices and yields
  - Term structure of interest rates
  - Managing bond portfolios
  - Equity valuation
  - Options markets
  - Valuation of options
  - Futures
- 

### Teaching delivery methods:

- Lectures
  - Exercises
  - Computer Laboratory
- 

### Student obligations:

- Attending classes
  - Submitting assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Exam 1	1.32
Exam 2	1.32
Exam 3	1.32
Homeworks	1.32
Project	0.6
Market conditions report	0.12

Total 6

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	22
Exam 2	22
Exam 3	22
Homeworks	22
Project	10
Market conditions report	2
<b>Total:</b>	<b>100</b>

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#### Required reading:

- Bodie, Z., Kane, A., Marcus, A. (2022): **Essentials of Investments**, McGraw Hill, 12<sup>th</sup> ed.

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#### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- Selected video materials will also be shared by the instructor.

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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Human Resource Management
Course leader:	Maja Vidović
Study programme:	International Business
Course status:	Obligatory
Year:	Four
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Introduce students to the basic concepts in human resource management (HRM), with an emphasis on developing HRM skills that are important to any manager - not only to those who plan to work in the HRM functional area. The course will provide students with an overview of human resource management policies and practices, and the context in which they operate.
- The course aims to emphasize experiential learning and interactive discussions, in order to provide a level of learning and understanding beyond simple content knowledge in the HRM field.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Appraise the importance of Human Resource functions in global organizations
- CLO2:** Propose Human Resource policies and practices suitable for an observed context
- CLO3:** Relate current HR topics in functions such as training and development, compensation and benefits programs, payroll, performance management and health, and safety at work in global organizations

### Course content:

- Strategic Human Resource Management
- HR Planning
- Sourcing and Recruiting
- Selection and Hiring
- Training and Development
- Performance Management
- Base Compensation
- Compensation: Incentives & Benefits
- Career Management
- Healthy Work Environment
- Employee Engagement
- Trade unions
- Work-life balance

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Mentoring
- Peer review

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in class discussions

---

**Monitoring student work:**

Activity	ECTS
Class participation	0.6
Readings notes	1.8
Exam	1.8
HRM Project	1.2
Peer Review of HRM Projects	0.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Class participation	10
Readings notes	30
Exam	30
HRM Project	20
Peer Review of HRM Projects	10
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Phillips, J., & Gully, S. (2014, 2019). *Human Resource Management*. Mason, OH: Cengage Learning.

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**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Organizational Effectiveness Skills
Course leader:	Maja Vidović
Study programme:	International Business
Course status:	Obligatory
Year:	Four
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Understand, recognize best practices, and improve personal behavioral skills effective managers need to have, such as: verbal and written communication, managing time and stress, rational and creative decision making, recognizing problems, motivating and influencing others, engaging others, and similar.

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### Conditions for enrolment in the course:

MGMT215 - Organizational Behavior

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Outline key managerial skills and their contribution to individual and organizational effectiveness
- CLO2:** Recommend the optimal solution to disruptions within the organization in a global context
- CLO3:** Assess the adequateness of the leadership style and approach of an observed leader
- CLO4:** Organize a business meeting with the aim of managing a project from conception to completion

### Course content:

- Manager's strengths and weaknesses
- Developing self-awareness for managerial skills
- Managing teams
- Coaching
- Managing your boss
- Networking and relationship management
- Managing stress and well-being
- Staying organized through Time management, Content management and Physical space management
- Project management through Meetings Management
- Leading positive change

---

### Teaching delivery methods:

- Lectures
- In-class workshops
- Exercises
- Field work
- Independent work
- Project work
- Mentoring

---

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in class discussions

---

**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Class participation	0.6
Book Report Presentation	1.2
Case Study Analysis	1.2
Follow the Leader Report	1.2
Be the Change You Want to See	1.2
Exam	0.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

**Assessment and evaluation of student work****Components of evaluation:**

<b>Component</b>	<b>Points/%</b>
Class participation	10
Book Report Presentation	20
Case Study Analysis	20
Follow the Leader Report	20
Be the Change You Want to See	20
Exam	10
<b>Total:</b>	<b>100</b>

---

**Required reading:**

- The course does not rely on a compulsory textbook, but rather a combination of lectures and extra reading materials.

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**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey

- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Competing Globally
Course leader:	Milivoj Marković
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To identify, distinguish, classify, and evaluate the unique characteristics, opportunities, challenges, institutions, and approaches that firms encounter when competing globally.
- To understand and formulate tactics and strategies of companies in global and regional environments.
- To analyse and understand how firms compete successfully to create and capture value in global and regional markets.

---

### Conditions for enrolment in the course:

- INTB.225 - Global Business Environment
- Senior status

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### Expected learning outcomes of the course:

A student will be able to:

- cLO1:** Construct a matrix of strengths, weaknesses, opportunities and threats (SWOT) for a company that competes globally.
- cLO2:** Evaluate international expansion opportunities of companies by analyzing their modes of entry, locations of entry, and timing of entry.
- cLO3:** Appraise competitive challenges that global companies face using appropriate strategy tools.

### Course content:

This course is organized into two main parts within which the following topics will be covered:

- A. Business Strategy
  - a. Industry analysis
  - b. Company analysis
  - c. Analysis of Institutions
- B. Corporate Strategy
  - a. Foreign market entries
  - b. Alliances and networks
  - c. Diversification and restructuring
  - d. Structure and strategy
  - e. Corporate governance.
  - f.

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### Teaching delivery methods:

- Lectures
- Case studies
- Project work
- Mentoring
- Peer review
- Critiques

---

### Student obligations:

- Attending classes
- Submitting and presenting projects and assignments
- Participating in discussions

---

### Monitoring student work:

Activity	ECTS
Analysis and Evaluation Reports	2.4
Exam 1	1.2

Exam 2	1.2
Exam 3	1.2
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
A&ERs	40
Exam 1	20
Exam 2	20
Exam 3	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Peng, M. (2022). Global Strategy, Cengage Learning.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from scholarly and business journals.
- Selected video materials will also be shared by the instructor.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General information

Course title:	Literature and Cultural Studies (ENGL.210)
Course leader:	Evelina MIšćin
Study programme:	Global Business Management
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To develop analytical skills through reading, discussion, writing and making a short film.
- To develop critical thinking skills through close reading of literary texts, cultural artifacts, and watching movies.
- 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 reflect on your own experiences as viewers and think about the ways films engage you.
- To improve vocabulary and writing skills.

---

### Conditions for enrolment in the course:

None.

---

### Expected learning outcomes of the course:

- A student will be able to:



**LO1:** Analyse a variety of literary texts, cultural artefacts, and/or critical/analytical essays

**LO2:** Connect literary and cultural artefacts to their social and cultural contexts

**LO3:** Compose coherent literary analyses, creative essays, research papers, or multimedia presentations

---

## Course content

- Britain vs. America
- New beginnings
- Ethnicity and immigration
- African Americans
- Religion in American life
- Approaches to regionalism
- Dystopia
- Gender and sexuality
- Representing youth
- Beyond American borders
- Technology and media cultures

---

## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia
- Peer review

---

## Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

## Monitoring student work:

Activity	ECTS
Primers	1.8

Weekly assignments	1.2
Quiz	1.2
Media projects/Essay	1.8
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Primers	30
Weekly assignments	20
Quiz	20
Media projects/Essay	30
<b>Total:</b>	<b>100</b>

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## Required reading

Materials on MyCourses

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## Additional reading:

Rangno, E.V.N. (2006). *Contemporary American Literature (1945-present)*. DWU Books: NewYork.

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Gray, R. (2011). *A Brief History of American Literature*. Wiley-Blackwell: New Jersey.

<http://www.history.com/>

<https://owl.english.purdue.edu/owl/>

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## Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey

- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Literature and Cultural Studies ENGL210
Course leader:	Ana Gudelj
Study programme:	Global Business Management
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Study literature, movements, and writers within their cultural contexts and in relation to modes of literary production and circulation.
- Engage with literary analysis and cultural criticism.
- Gain a strong foundation for analyzing the ways literary language functions and exploring the interrelations among literature, culture, and history.
- Discuss issues involving culture, identity, language, ethics, race, gender, class, and globalism, among many others.

---

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze a variety of literary texts, cultural artifacts, and/or critical/analytical essays

**CLO2:** Connect literary and cultural artifacts to their social and cultural contexts

**CLO3:** Compose coherent literary analyses, creative essays, research papers, or multimedia presentations

---

### Course content:

- Drama - Elizabethan Theatre
- Theatre in the Age of Shakespeare

- Essays - Transcendentalism – Religious and Sociocultural Context
  - Civil Rights
  - World Mythologies - Native American Trickster Tales
  - Novels – Modernism
  - Poetry
  - Writing citations
- 

### Teaching delivery methods:

- Lectures
  - Discussions
  - Exercises
  - Independent work
  - Multimedia
  - Critiques
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participating in discussions
- 

### Monitoring student work:

Activity	ECTS
Quiz 1	1.2
Literary Terms	0.6
Quiz 2	1.2
Literary Terms	0.6
Quiz 3	1.2
Peer Response	0.6
Final Presentation	0.6
Total	6

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	20
Literary Terms	10
Quiz 2	20
Literary Terms	10
Quiz 3	20
Peer Response	10
Final Presentation	10
Total:	100

### Required reading:

- Shakespeare, W. (2011). *The tempest*. Lerner Publishing Group.
- Thoreau, H.D. (2003). Resistance to civil government. In Baym, N. Editor, *The Norton anthology of American literature* (6th ed., Vol. B). W.W. Norton & Company.
- Emerson, R.W. (2003). Self-Reliance. In Baym, N. Editor, *The Norton anthology of American literature* (6th ed., Vol. B). W.W. Norton & Company.
- Baym, N. Editor, (2003). From the Winnebago trickster cycle. In *The Norton anthology of American literature* (6th ed., Vol. A). W.W. Norton & Company.

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### Additional reading:

- Shakespeare, W. (2009). *The tempest: The graphic novel* (C.Bryant, Ed.). Classical Comics.
- Selected essays by H.D.Thoreau and R.W.Emerson
- Ernest Hemingway, E. (1987). *The garden of Eden*. Scribner.
- Selected poems by Emily Dickinson

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title: Psychological Disorders

Course leader: Ana Havelka Mestrovic

Study programme: International Business

Course status: Elective

Year: Fourth

ECTS points: 6

Teaching hours (L+S+E): 45 (3+0+0)

## Course Description

This course will serve as an introduction to the study of psychopathology and mental illness. The course examines the major categories of mental disorder not only from the descriptive point of view, but also in terms of the major theoretical explanations of the causes of disorder. The major treatment modalities also are covered.

### Course objectives:

- Develop an understanding of normal and abbreviated behavior
- Understand the methods involved in mental health research.
- Examine the ways in which humans differ with regards to behavior and disorders.
- Learn different type of mental illnesses and problems

### Conditions for enrolment in the course:

Prerequisite: PSYC-101 or PSYC-101H or completion of one (1) 200 level PSYC course

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Implement theories about mental disorders and DSM

**CLO2:** Compare different aspects of human normal and abnormal behavior

**CLO 3:** Identify the assessment, course and various types of treatments for mental disorders

**CLO 4:** Apply knowledge about mental health in social situations

### Course content:

- Mental illness and DSM classification
- Assessment method and psychological interviews
- Anxiety disorders
- GAD
- Depressive disorders
- Schizophrenia
- Eating disorders
- Sexual disorders
- Suicidal behavior

### Teaching delivery methods:

- Lectures
- Remote learning
- Independent work

### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

### Monitoring student work:

#### Activity ECTS

Exam 1 1.5



Exam 2 1.5

Exam 3 2

Cognitive research 1

**Total 6**

Teaching time is worth 2 ECTS points, and it has been incorporated in time for assignments

**Assessment and evaluation of student work Components of evaluation:**

<b>Component</b>	<b>Points/%</b>
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
<b>Disorder description</b>	<b>40/40</b>
<b>Total:</b>	<b>100</b>

**Required reading:**

- Barlow N. (1994). Abnormal Psychology

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)
- DSM Manual and MKB 10 manual

### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Foundations of Moral Philosophy
Course leader:	Vanda Bazdan
Study programme:	IB
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This course is a survey of foundational, and normative, approaches to moral philosophy and their motivating moral questions. Topics will include virtue ethics, deontology, consequentialism, evolutionary foundations of morality, and other approaches. Some of the questions to be examined are: How is human nature related to morality? What are the grounds for moral obligations? Is there an ultimate moral principle? How do we reason about what to do? Can reason determine how we ought to live? What are moral judgments? Are there universal goods? What constitutes a morally worthwhile life? Can morality itself be challenged?

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### Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To help the student become aware of some of the philosophical assumptions he ordinarily makes.
- To encourage the student to examine those assumptions critically considering the reasons or evidence that could be offered both for and against them.
- To make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them.
- To encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives.
- To acquaint the student with some of the major philosophers and various ethical positions.
- To encourage the student to critically engage various theories in moral philosophy and apply them in consideration of everyday experiences.

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Interpret different ethical theories and tenets and apply these in analysis of moral problems/moral issues
  - CLO2:** Compose and evaluate arguments, and anticipate counterarguments, to support and defend their attitudes regarding moral issues in written format (discussion or research papers), and in competitive debates (in keeping with the academic standards)
  - CLO3:** Analyse philosophical and popular texts (appropriate use of concepts and close/critical readings skills assumed)
  - CLO4:** Compose analytical essays, subject being a scholarly paper or a book segment dealing with a specific ethical issue or outlining a relevant philosophical perspective (ability to summarize and assess arguments, proper word choice, structure sentences, and apply grammar and mechanics in keeping with academic standards assumed)
- 

### Course content:

Introduction to morality  
Why be moral?  
Ethics and religion  
Ethics and ethical reasoning  
Virtue Ethics  
Deontology  
Consequentialism  
Contractarianism  
Some particular moral issues

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**Teaching delivery methods:**

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

---

**Monitoring student work:**

Activity	ECTS
Discussions	1.2
Exam 1	1.2
Exam 2	1.2
Essay 1	1.2
Essay 2	1.2
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Exam 1	20
Exam 2	20
Essay 1	20
Essay 2	20
Discussions	20
<b>Total:</b>	<b>100</b>

Required reading:

- Shafer-Landau, R. (2017). *The ethical life*. Oxford University Press.
- Graham, G. (2010). *Theories of Ethics*. Routledge.
- Sidgwick, H. (1981). *The Methods of Ethics*. Hackett Publishing Company.
- Shafer-Landau, R. (2020). *Fundamentals of Ethics*. Oxford University Press.

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Additional reading:

- Additional excerpts from classics in philosophy, as well as more recent scholarly and popular articles, available on myCourses.

---

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course leader:	Francis Brassard
Course title:	East Asian Philosophy
Study programme:	GBM-IB/HTM/WMD
Course status:	Elective
Year:	Fourth
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

- This course is an introduction to the origin and development of the philosophical traditions of primarily China and Japan through a consideration of selected thinkers, schools, and classic texts of Daoism, Confucianism, Buddhism, and Zen. Questions of metaphysics, epistemology, and ethics are emphasized with reference to the nature of reality and the person, social harmony and self-realization, causality, right action, and enlightenment. Comparisons may also be made with Western philosophers, both contemporary and classical.

---

### Course objectives:

1. Define the basic terms and concepts of Daoism, Confucianism, Buddhism, and Zen;
2. Understand the significance of these basic terms and concepts within their specific traditions and cultural contexts;
3. Understand and put into perspective the different forms of religious and spiritual traditions existing today in East Asia and its spheres of influence;
4. Collect, summarise, and report information on the various traditions of East Asia discussed in this course;
5. Identify and discuss issues related to the study of Daoism, Confucianism, Buddhism, and Zen, their history, their influences on social values, ethics, etc.
6. Develop and use the academic practices for critical reading, information management and synthesis of source materials.
7. Make use of instructional feedback concerning strengths and weaknesses of their critical thinking skills and suggested strategies for improvement in their revisions.

---

## Conditions for enrolment in the course:

None

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## Expected learning outcomes of the course:

A student will be able to:

- **LO1:** Investigate the significance of the basic terms and concepts of the philosophical and religious traditions of East Asia.
  - **LO2:** Discuss the various issues related to the philosophical and religious traditions of East Asia.
  - **LO3:** Debate possible solutions to those issues taking into consideration their implications in modern settings.
- 

## Course content:

1. Philosophical and religious traditions of China
  2. Philosophical and religious traditions of Japan
- 

## Teaching delivery methods:

- Lectures and multimedia presentations
  - Class discussions
- 

## Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

## Components of evaluation:

<b>Component</b>	<b>Points/%</b>	<b>ECTS</b>
Comprehension questions (14@2.5%)	35	2.1
Critical thinking questions (14@2.5%)	35	2.1
Reaction/opinion questions 14@1.25%)	17.5	1.05
Final presentation	12.5	0.75
<b>Total:</b>	<b>100</b>	<b>6</b>



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## Required reading

- Davis Winston. (1992). *Japanese Religion and Society: Paradigms of Structure and Change*, Albany, New York: State University of New York Press.
- Earhart, Byron H. (1982). *Japanese Religion: Unity and Diversity*, Third Edition, Belmont:Wadsworth Publishing Company.
- Fairbank, John, Edwin O. Reischauer, and Albert Craig (1978). *East Asia: Tradition & Transformation*, Boston: Houghton Mifflin Company.
- Kitagawa, Joseph M., (ed.). (1989). *The Religious Traditions of Asia: Religion, History, and Culture, Selections from The Encyclopedia of Religion*, New York: Macmillian Publishing Company.
- Sharma, Arvind, (ed.). (1993). *Our Religions: The Seven World Religions Introduced by Preeminent Scholars from each Traditions*, New York: Harper San Francisco.
- Thompson, Laurence G. (1996)- *Chinese Religion: An Introduction*, Fifth Edition, Belmont: Wadsworth Publishing Company.

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## Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Sociology of Work
Course leader:	Vanda Bazdan
Study programme:	IB
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This course examines 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.

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### 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. Since 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 teamwork 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 labour, 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 analyse 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.

**Conditions for enrolment in the course:**

None

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**Expected learning outcomes of the course:**

A student will be able to:

- CLO1:** Explain social dimensions of work through synthesis of different theoretical perspectives and research insights
  - CLO2:** Discuss work-related experiences through application of key concepts from sociological perspectives of work, social research in general, and discipline-specific vocabulary
  - CLO3:** Compose job application materials and present themselves in a professional manner in a job interview (verbal, nonverbal, vocal communication)
  - CLO4:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding different aspects of work, leisure, and unemployment in written format (discussion papers), and in competitive debates (in keeping with the academic standards)
- 

**Course content:**

Sociological perspectives on work (and leisure)

Embarking in Careers

Work Roles

Socialization to Work

Work and Gender

Work and Discrimination

Occupational Careers

Social Mobility and Work

Fulfilment and Discontent at Work

Work and Unemployment

Work and Family Life

---

**Teaching delivery methods:**

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

---

**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participating in discussions

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**Monitoring student work:**

Activity	ECTS
Discussions	1.2
Discussion papers	1.2
Project Assignment	1.2
Exam 1	0.6
Exam 2	0.6
Exam 3	0.6
Exam 4	0.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Exam 1	10
Exam 2	10
Exam 3	10
Exam 4	10

Discussions	20
Discussion papers	20
Project Assignment	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Robbins, R. H. (2011). *Global Problems and the Culture of Capitalism*. Allyn and Bacon.
- McCraw, T., K. (1997). *Creating Modern Capitalism*. Harvard University Press.
- Shaw, R. (1999). *Reclaiming America*. University of California Press.
- Ritzer, G. (2007). *Globalization of Nothing*. Pine Forge Press.
- Stiglitz, J. E. (2003). *Globalization and its Discontents*. W.W.Norton & Company.
- Vago, S. (2003). *Social Change* (5th edition). Prentice Hall.
- Rubin, B. (1995). *Shifts in Social Contract*. Pine Forge Press.
- Rothman, R. (1998). *Working: Sociological perspectives*. Prentice Hall.
- Honore, C. (2005). *In Praise of Slowness*. HarperOne.

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**Additional reading:**

- Additional excerpts from classics in sociology, as well as more recent scholarly and popular articles, available on myCourses.

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**Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:**

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Seminar in Finance “Introduction to Bitcoin”
Course leader:	Peter Schmidt
Study programme:	International Business
Course status:	Elective
Year:	First-Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

In this course, students will explore the key concepts and technologies behind money and bitcoin, including the functions of money, the role of banks and central banks, the Bitcoin blockchain and Bitcoin mining. Students will analyze the potential benefits and drawbacks of using Bitcoin versus other cryptocurrencies, evaluate legal, ethical, and regulatory issues, and create strategies for managing and maximizing the use of bitcoin. Through interactive activities, practical work, case studies, and guest speakers, students will gain a deeper understanding of the evolving landscape of money and finance in the digital age.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain functions and properties of money, and the basic functionality behind a fiat monetary system, including the role of debt, monetary expansion and their effects.
- CLO2:** Contrast a Bitcoin monetary system with a traditional fiat monetary system from a high level perspective.
- CLO3:** Analyze the key concepts and technologies of the Bitcoin protocol.

## Course content:

- The history of money: from barter to modern fiat currencies
  - The role of central banks and governments in the issuance and regulation of money
  - The novel concept of cryptocurrency and the technology behind it (distributed, decentralized ledger, blockchain, consensus mechanism, proof of work, peer-to-peer network)
  - The economic and financial characteristics of bitcoin versus other cryptocurrencies
  - The mechanics of buying, selling, and storing bitcoin and the use for transactions
  - The potential risks and benefits of using bitcoin
  - The regulatory landscape for bitcoin vs. other cryptocurrencies
  - The potential impact of bitcoin and other cryptocurrencies on the traditional financial system
  - Commercial and individual use cases for bitcoin
  - Ethical, social and environmental implications of bitcoin
- 

## Teaching delivery methods:

- Lectures
  - Class discussions
  - Laboratory work
  - Project work
  - Multimedia
- 

## Student obligations:

- Attending classes
  - Submitting assignments
  - Participate in class discussions
- 

## Monitoring student work:

Activity	ECTS
Exam 1	1.2
Exam 2	1.2
Exam 3	1.2
Homework	0.6
Projects	0.6
Final exam	1.2

Total 6

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	20
Exam 2	20
Exam 3	20
Homework	10
Project	10
Final exam	20
<b>Total:</b>	<b>100</b>

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#### Required reading:

- Antonopoulos, Andreas M. (2017) Mastering Bitcoin (2nd ed.) O'Reilly.
- Narayanan, A., Bonneau, J., Felten, E., Miller, A. & Goldfeder, S. (2016). Bitcoin and cryptocurrency technologies: A comprehensive introduction. Princeton University Press.

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#### Additional reading:

- Additional handouts and readings pertaining to current cases and events in international trade will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies
- Selected video materials will also be shared by the instructor

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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Intermediate Financial Accounting
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Extensive exposure to the accounting cycle with full integration of the data flow in an accounting information system. Accounting theory developed by accounting standard-setting bodies is covered in-depth. Generally accepted accounting principles are discussed as they apply to the preparation of financial statements and the recognition and measurement of financial statement elements, primarily assets. International Financial Reporting Standards are introduced as they relate to course subject matter.

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### Course objectives:

- Critically evaluate the effectiveness of 'traditional' accounting/finance approaches
- Apply the conceptual framework of objectives and principles in selecting appropriate accounting policies and preparing financial statements in accordance with IFRS.
- Demonstrate the ability to assess a situation, identify issues and alternatives, and provide a recommendation using ethical professional judgement.
- Classify and account for investments in various financial instruments
- Demonstrate an understanding of revenue recognition
- Prepare an income statement in various formats
- Prepare a classified Statement of Financial Position,
- Account for the recognition, measurement, and derecognition of accounts receivable and notes receivable.
- Use various cost flow methods to account for inventory
- Calculate the initial recognition, depreciation, impairment, and derecognition of tangible assets.
- Calculate and account for the recognition, derecognition, and impairment of intangible assets and goodwill.

### Conditions for enrolment in the course:

ACCT.210 – Management Accounting

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Identify the function of accountancy in communicating, reporting, and assuring financial information

**CLO2:** Explain the objectives of financial statement

**CLO3:** Assess the contribution and inherent limitations of financial statements

**CLO4:** Utilise an estimate of the value of goodwill in the partnership firm

---

### Course content:

- Financial Accounting and Accounting
  - Conceptual Framework for Financial Reporting
  - The Accounting Information System
  - Income Statement and Related Information
  - Balance Sheet and Statement of Cash Flows
  - Revenue Recognition
  - Cash and Receivables
  - Valuation of Inventories: A Cost-Basis Approach
  - Inventories: Additional Valuation Issues
  - Acquisition and Disposition of Property, Plant, and Equipment
  - Depreciation, Impairments, and Depletion
  - Intangible Assets
- 

### Teaching delivery methods:

- Lectures
  - Seminars
  - Workshops
  - Exercises
  - Project work
  - Business cases
- 

### Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

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**Monitoring student work:**

Activity	ECTS
Classwork (6)	1.44
Case study	0.96
Midterm	1.2
Project	1.2
Final Exam	1.2
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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**Assessment and evaluation of student work****Components of evaluation:**

Component	Points/%
Classwork (6x4)	24
Case Study	16
Midterm	20
Project	20
Final Exam	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Kieso, D. E., Weygandt, J. J., Warfield, T. D., Wiecek, I. M., & McConomy, B. J. (2019). *Intermediate accounting with WileyPLUS* (12th Cdn. ed., Vol. 1). Toronto, ON: Wiley.

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**Additional reading:**

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Personal and Small Business Taxation
Course leader:	Peter Schmidt
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

This course will provide a comprehensive introduction to taxation, focusing on three key areas. Students will delve into the impact of profits/income taxation on decision-making, exploring foundational principles such as taxable income, deductions, tax credits, deferrals, tax rates, taxable events, and tax liability calculations. The course will also analyze the effects of value-added taxation on decision-making, introducing key concepts like taxable persons and transactions, input tax deduction, tax rates, tax obligations, and special taxation schemes. Through practical scenarios, students will apply tax laws and regulations to calculate tax consequences and propose tax planning strategies. By the end of the course, participants will have an understanding of taxation's role in decision-making and the ability to navigate simple tax scenarios effectively.

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### Conditions for enrolment in the course:

Financial Accounting ACCT.110

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Evaluate the impact of profits/income taxation on decision-making as it relates to foundational principles like taxable income, deductions, tax credits and deferrals, tax rates, taxable events and tax liability calculations.
- LO2:** Evaluate the impact of value-added taxation on decision-making relating to foundational principles (taxable persons and transactions, input tax deduction, tax rates, tax obligations and special taxation schemes)

**LO3:** Apply tax laws and regulations to practical scenarios, calculating tax consequences and proposing tax planning strategies to optimize outcomes within legal boundaries.

---

### Course content:

- History and purpose of taxation
  - Forms of taxation
  - Effects of taxation on business decision
  - Principles of taxation
  - Income taxation
  - Value-added taxation vs sales taxes
  - The building blocks of VAT as applied in the European Union
  - Exploring scenarios, calculating tax amounts, making tax-effective decisions
  - Ethics of taxation and environmental aspects of taxation
- 

### Teaching delivery methods:

- Lectures
  - Class discussions
  - Exercises
  - Case work
  - Homework / Independent work
  - Project work
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Quiz 1	1.08
Quiz 2	1.08
Quiz 3	1.08
Homework	0.96
Projects	0.48

Final exam	1.32
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Quiz 1	18
Quiz 2	18
Quiz 3	18
Homework 1	8
Homework 2	8
Project	8
Final exam	22
<b>Total:</b>	<b>100</b>

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### Required reading:

- Schanz, D. & Schanz, S. (2011). *Business taxation and financial decisions*. Springer Berlin Heidelberg. <https://doi.org/10.1007/978-3-642-03284-4>
- Schreiber, U. (2013). *International company taxation: An introduction to the legal and economic principles*. Springer Berlin Heidelberg. <https://doi.org/10.1007/978-3-642-36306-1>

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### Additional reading:

- European Commission. eLearning modules on VAT, [https://taxation-customs.ec.europa.eu/elearning-modules-vat\\_en](https://taxation-customs.ec.europa.eu/elearning-modules-vat_en)

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### Number of copies of required reading in relation to the number of students who currently attend a course:

Materials available at RIT online library The Wallace Center or online (EU Tax)

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes



## General Information

Course title:	Digital Marketing
Course leader:	Angela Krčelić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Explain the tactics and strategies that enable marketers to fully leverage the internet.
- Enhance commercial success of company's products using digital marketing tools and techniques.
- Enhance customer engagement using digital marketing tools.

---

### Conditions for enrolment in the course:

MKTG230 - Principles of Marketing

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Assess micro and macro environments in the online marketplace and the digital marketing audiences.
- CLO2:** Compose the digital marketing strategy and tactics for the data-driven digital platforms.
- CLO3:** Compare digital customer experiences and effectiveness of marketing communications across various digital media channels.

### Course content:

#### 1. Digital marketing fundamentals

Introducing digital marketing

Online marketplace analysis: micro-environment

The digital macro-environment

#### 2. Digital marketing strategy development

Digital marketing strategy

Digital branding and the marketing mix

Data-driven relationship marketing using digital platforms

#### 3. Digital marketing: implementation and practice

Delivering the digital customer experience

Campaign planning for digital media

Marketing communications using digital media channels

Evaluation and improvement of digital channel performance

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### Teaching delivery methods:

- Lectures
  - Exercises
  - Remote learning
  - Independent work
  - Project work
  - Multimedia
- 

### Student obligations:

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

### Monitoring student work:

Activity	ECTS
Create a Personal web page	0.6
Social Media Infographics	0.6
Trends Blog	0.6
Extrinsic Motivator assignment	0.6
UX - Native, Web, Hybrid assignment – Infographic	0.6

UX Feedback and CTA - Post on partner website	0.6
SEO - On-Page/ Off-Page Mindmap/ Flowchart	0.6
Backlink partner assignment	0.6
VidIQ Video	0.6
Instagram or TikTok Powtoon	0.6
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Create a Personal web page	10
Social Media Infographics	10
Trends Blog	10
Extrinsic Motivator assignment	10
UX - Native, Web, Hybrid assignment - Infographic	10
UX Feedback and CTA - Post on partner website	10
SEO - On-Page/ Off-Page Mindmap/ Flowchart	10
Backlink partner assignment	10
VidIQ Video	10
Instagram or TikTok Powtoon	10
<b>Total:</b>	<b>100</b>

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#### Required reading:

- Chaffey, D., & Ellis-Chadwick, F. (2022) Digital Marketing: Strategy, implementation and practice, Pearson UK

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#### Additional reading:

- Current information from primary three sources will be used: Google Ads, SEMrush, and Ahrefs. These will be rolled out over the semester to ensure the course information is up-to-date.

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Professional Selling
Course leader:	Nina Antičić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Describe and demonstrate the importance of professional selling to the realm of marketing.
  - Explain and apply relationship management and partnering with the customer—both external and internal.
  - Explain and apply the individual steps of the professional selling process.
  - Adopt and implement negotiation skills in professional selling.
- 

### Conditions for enrolment in the course:

Sophomore Status

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Contrast personal selling and the buying process and how trust and sales ethics influence them.
  - CLO2:** Assess various communication skills needed to implement an effective sales process.
  - CLO3:** Test salesperson's adaptive sales behavior and negotiating skills in various phases of the selling process.
  - CLO4:** Assess salesperson's self-leadership and teamwork in the personal selling process.
- 

### Course content:

- Overview of Personal Selling

- Building Trust and Sales Ethics
- Understanding Buyers
- Communication Skills
- Strategic Prospecting and Preparing for Sales Dialogue
- Planning Sales dialogue and presentations
- Sales Dialogue - Creating and Communicating Value
- Addressing Concerns and Earning Commitment
- Expanding Customer Relationships
- Adding Value - Self Leadership and Teamwork
- Introduction to Negotiation
- Building the Foundation for Negotiating
- Distributive Bargaining
- Integrative Negotiation
- Closing deals
- Decision Making
- Power and Influence - Changing Other's Attitude and Behavior
- Individual Differences
- Difficult Negotiation

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### Teaching delivery methods:

- Lectures
- In-class discussions
- Business cases
- In-class exercises
- Project work
- Role-playing

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participate in discussions

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### Monitoring student work:

Activity	ECTS
Exam 1	1.2

Exam 2	1.2
Exam 3	1.2
Group role-playing	1.2
Individual role-playing	1.2
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exam 1	20
Exam 2	20
Exam 3	20
Group role-playing	20
Individual role-playing	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Ingram, LaForge, Avila, Schwegler & Williams (2020) Sell (6th ed.). Cengage Learning.
- Hames, D. S. (2011). Negotiation: Closing Deals, Settling Disputes, and Making Team Decisions. Sage.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.
- Selected video materials will also be shared by the instructor.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes





## General Information

Course title:	Advanced Corporate Financial Planning
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Introduce students to the advanced approach to financial analysis and evaluation of applied financial problems
- Enable students to analyze financial position of the firm using EVA metrics and ROIC tree
- Understand working capital management requirements
- Enable students to do long term financial planning by forecasting firm's financial statements
- Introduce students to the advanced valuation using DCF models and relative valuation technique

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### Conditions for enrolment in the course:

Financial management (FINC220), Financial Management II (FINC352)

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Assess financial performance of the firm using financial ratios analysis, EVA and/or ROIC tree
- CLO2:** Evaluate short-term and long-term capital requirements
- CLO3:** Estimate value using DCF models (dividend discount model, FCFE and FCFF models)

**CLO4:** Estimate value using relative valuation techniques (equity and firm value multiples)

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**Course content:**

- Financial ratios and advanced financial statements analysis
- EVA measurement and ROIC tree
- Working capital management
- Financial planning and forecasting
- Estimating discount rates and incorporating country risk in cost of capital
- Measuring cash flows
- Estimating growth and terminal value
- DCF valuation models (dividend discount model, FCFE and FCFF models)
- Relative valuation (equity and value multiples)

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**Teaching delivery methods:**

- Lectures
- Exercises
- Computer Laboratory

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**Student obligations:**

- Attending classes
- Submitting assignments
- Participate in discussions

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**Monitoring student work:**

Activity	ECTS
Exam 1	1.8
Exam 2	1.8
Exam 3	1.2
Project	1.2
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	30
Exam 2	30
Exam 3	20
Project	20
<b>Total:</b>	<b>100</b>

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#### Required reading:

- Brigham, E. F., Houston, J. F. (2022). *Fundamentals of Financial Management*, 16<sup>th</sup> ed., South-Western Cengage Learning (selected chapters)
  - Damodaran, A.. (2006) *Damodaran on Valuation: Security Analysis for Investment and Corporate Finance*, Wiley Finance, 2nd Edition (selected chapters)
- 

#### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- 

#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	International Finance
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Introduce students to the challenges posed by the international financial environment in which corporations operate
- Enable students to identify and manage risks arising from the changes in exchange rates
- Foster deeper understanding of how corporations can use global capital markets to minimize their cost of capital and maximize their access to capital
- Understand specifics of multinational capital budgeting analysis and cross-border M&As

---

### Conditions for enrolment in the course:

Financial management (FINC220)

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Evaluate opportunities and threats in a global financial environment

**CLO2:** Recommend optimal strategy to manage foreign exchange exposure of firms using foreign exchange derivatives (currency forwards, futures, options, swaps) and/or other hedging techniques

**CLO3:** Evaluate issues related to multinational financing and investment decisions

### Course content:

- Goals of corporate governance from an international perspective
- International monetary system and exchange rate regimes
- Forex market
- International parity conditions
- Managing foreign exchange exposure (currency futures, forwards, options, swaps and other hedging tools)
- Global cost and availability of capital
- Raising equity and debt globally
- Determinants of FDI
- Multinational capital budgeting and cross-border acquisitions
- International trade financing methods

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### Teaching delivery methods:

- Lectures
- Exercises
- Case analysis
- Computer Laboratory

---

### Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

---

### Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5
Exam 3	1.5
Project	0.9
Mini write-up	0.6

Total 6

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	25
Exam 2	25
Exam 3	25
Project	15
Mini write-up	10
<b>Total:</b>	<b>100</b>

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#### Required reading:

- Eiteman, K., Stonehill, I., Moffett, M. H., *Multinational Business Finance*, 15th, 14th or 13th ed., Pearson

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#### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.

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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Leading Cross-Cultural and Virtual Teams
Course leader:	Milena Kužnin
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Third or a Fourth year student.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Articulate critical characteristics of HP and dysfunctional teams

**CLO2:** Connect how contextual factors, actions of leaders, and interactions of team members affect the viability and effectiveness of a team

**CLO3:** Judge appropriate strategies to improve team functioning and performance.

**CLO4:** Develop a team project with the aim of increasing effectiveness of the team, as well as improving the team in future efforts.

---

**Course content:**

- Intro to teams
  - Team processes
  - Leadership of teams
  - Creativity
  - Decision making
  - Communication and feedback
  - Conflict in teams
  - Diversity
  - Problem solving
  - Power, ethics
  - Evaluating teams
- 

**Teaching delivery methods:**

- Lectures
  - In class exercises
  - Multimedia
  - Peer review
  - Journaling
- 

**Student obligations:**

- Attending classes
  - Submitting projects and assignments
  - Participate in discussions
- 

**Monitoring student work:**

Activity	ECTS
Quiz 1	0.3
Quiz 2	0.3
Quiz 3	0.3



Quiz 4	0.3
Leader Report	1.2
Individual Report	1.2
Case	0.8
Training Session	1.6
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Quiz 1	5
Quiz 2	5
Quiz 3	5
Quiz 4	5
Leader Report	20
Individual Report	20
Case Study	13
Training Session	27
Total:	100

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#### Required reading:

- Levi, D. (2016), "Group Dynamics for Teams", 5th ed, SAGE Publications

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#### Additional reading:

- PDF files distributed by the instructor

Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Design Thinking and Concept Development
Course leader:	Velebit Mirić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To explore Design Thinking as a theoretical and practical framework for innovation and problem solving in business settings.
- To analyse how Design Thinking was used by some of the world's most successful companies and organizations of all profiles, in the private and the public sector alike, but they will also learn how to apply it to their own lives or projects.
- To produce a user-approved prototype of any idea within a week's work.

---

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Identify opportunities to make a unique and positive contribution through design thinking by understanding how to develop empathy for the end-user(s).
- CLO2:** Apply design tools in terms of market impact, value creation, and customer responsiveness.
- CLO3:** Demonstrate management skills within the design-based projects.
- CLO4:** Demonstrate the ability to communicate with peers from a wide range of disciplines.

---

**Course content:**

Within this course the students will cover following Design Thinking topics:

- What is Design Thinking or how cool can work be?
- Understanding the challenge.
- Observing for empathy.
- Define the point of view.
- Ideate the users.
- Prototyping.
- Testing and reflection.

---

**Teaching delivery methods:**

- Lectures
- Seminars
- Independent work
- Project work

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**Student obligations:**

- Attending classes
- Submitting projects and assignments
- Participate in discussions

---

**Monitoring student work:**

Activity	ECTS
Preliminary research	0.6
Research project – I & II	1.2
Presentation	0.3
Research project – III	1.2
Presentation	0.3
Research project – IV & V	1.8
Presentation	0.6
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Preliminary research	10
Research project – I & II	20
Presentation	5
Research project – III	20
Presentation	5
Research project – IV & V	30
Presentation	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Lewrick, M., Link, P., & Leifer, L. (2020). The design thinking toolbox: A guide to mastering the most popular and valuable innovation methods. John Wiley & Sons.
- Lewrick, M., Link, P., & Leifer, L. (2018). The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. John Wiley & Sons

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### Additional reading:

- To be provided by the instructor

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey
- Observation of lectures
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Topics in Philosophy
Course leader:	Vanda Bazdan
Study programme:	IB
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

A critical examination of issues in some area of philosophy not covered in other philosophy courses.

[The issues discussed in this course are associated with skepticism as a tradition in philosophy. Course provides students with an introduction into the long tradition of skeptical thought, dialectics, critical thinking and the differences between original skeptics and some of the contemporary instances of falsely skeptical reasoning.]

---

### Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To enable students to construct and evaluate arguments, including their own.
- To acquaint the student with some of the major philosophers and various skeptical positions.
- To encourage the student to critically engage various theories in philosophy and apply them in consideration of everyday experiences.

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### Conditions for enrolment in the course:

None.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze philosophical texts (appropriate use of concepts and close/critical readings skills assumed).

**CLO2:** Compose and evaluate arguments, anticipate and assess counterarguments to support and defend their attitudes or those presented by others.

**CLO3:** Write a review article (reviewing an approach, tradition, or a text in philosophy, ability to revise assumed).

**CLO4:** Write an argumentative essay (ability to revise assumed).

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### Course content:

The title and the original traditions

The inquirers

Academic inquiries

Pyrrhonists' inquiries

The ἀπραξία objection and the 'phantom' form of skepticism

Descartes' use of skepticism

Contemporary forms of skepticism

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### Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

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### Student obligations:

- Attending classes
- Submitting projects and assignments
- Participating in discussions

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### Monitoring student work:

Activity	ECTS
Essay 1	1.2
Essay 2	1.2

Discussions	3.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Discussions (12x5pts)	60
Essay 1	20
Essay 2	20
<b>Total:</b>	<b>100</b>

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### Required reading:

Students will be provided with a selection of excerpts from:

- Plato, *Republic, Meno, Apology, Gorgias*
- Aristotle, *Nichomachean Ethics, Politics*
- R. Descartes, *Meditations*.
- D. Hume, *Treatise of Human Nature*
- J. Bentham, *An Introduction to the Principles of Morals and Legislation*
- I. Kant, *Critique of Pure Reason*
- Fogelin, *Pyrrhonian Reflections on Knowledge and Justification*
- Lehrer, Keith. "Why Not Skepticism?"
- Unger, Peter. "A Defense of Skepticism"

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### Additional reading:

- Additional excerpts from classics in philosophy, as well as more recent scholarly and popular articles, available on myCourses.

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### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

- Student survey



- Observation of lectures
- Assessment of the achievement of learning outcomes