RIT | Croatia

RIT CROATIA PROGRAM DELIVERY PLAN FOR ACADEMIC YEAR 2023/2024

PROGRAM TITLE: NEW MEDIA DESIGN

TYPE OF PROGRAM: Undergraduate professional program

LOCATION: Zagreb

FALL SEMESTER DATES: September 4th – December 21st

FALL SEMESTER FINALS: December 13th – 19th

SPRING SEMESTER DATES: January 15th – May 10th

SPRING SEMESTER FINALS: May 2nd – 8th

LANGUAGE: English

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1. SPRING SEMESTER SCHEDULE

Zagreb Spring Semester Master Schedule 2235

MON

Time	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

Beginning Spanish II — MLSP-202(Peric)-50584 online OS

Beginning Spanish II — MLSP-202(Peric)-57438 online OS

East Asian Philosophy — PHIL-311 (Brassard)-50636 online OA

Beginning German II — MLGR-202 (Bozinovic)-50603 online OS

Critical Rdng and Wrtng — UWRT-100 (Friganovic Sain)-50564 online OS

Critical Rdng and Wrtng — UWRT-100 (Friganovic Sain)-50565 online OS

Beginning Spanish II — MLSP-202 (Peric)-50583 online OS

Sociology of Work — SOCI 230 (Bazdan)-50677 ONLINE OS

Web Server Admin & Development — ISTE 444(Miric)-50582 online OS

Comput Probl Solving I — GCIS-123 (Kolanovic)-57452 Lab 3

Comput Probl Solving II — GCIS-124 (Mutka)-57446 Lab 3

Client Program — ISTE-340 (Marasovic)-50589 Lab 3

Client Program — ISTE-340 (Marasovic)-50590 Lab 3

Management Accounting - ACCT 210 (Vejzagic)-50573 Lab 3

Management Accounting — ACCT 210 (Vejzagic)-50574 Lab 3

Intro to DB and Data Mod. — ISTE-230 (Radovan)-50548 Lab 3

Intro to DB and Data Mod. — ISTE-230 (Radovan)-50549 Lab 3

Principles of Macroecon. — ECON-201 (Samardzija)-50586 Room 1

Introduction to Ecology — ENVS-140 (Puskaric)-57461/57465L Room 1

Introduction to Ecology — ENVS-140 (Puskaric)-57462/57466L Room 1

Professional Selling — MKTG-360 (Anticic)-50572 Room 6

Global Marketing — MKTG-330 (Anticic)-50556 Room 6

Personal and Small Bus Tax — ACCT-420 (Schmidt)-57433 Room 6

Dsgn Thinking and Conc.Dvlpmt- — MGMT-330 (Schmidt)-50591 Room 6

Dsgn Thinking and Conc.Dvlpmt. — MGMT-330 (Miric)-50627 Room 6

Communication — COMM-253 (Poropat Darrer)-50545 Room 7

Communication — COMM-253 (Poropat Darrer)-50546 Room 7

Communication — COMM-253 (Poropat Darrer)-50547 Room 7

Seminar in Finance — FINC-489 (Schmidt)-50683 Room 7

Organizational Behavior — MGMT-215 (Bara)-50555 Room 7

Intro to Statistics II — STAT-146 (Tabak)-50527 Lab 9

Intro to Statistics II — STAT-146 (Tabak)-50528 Lab 9

4D Design — FDTN-141 (Poljicak)-50661 Lab 9

Secure Web App Dev — ISTE 442(Zagar)-50597 Lab 9

Web and Mobile II — ISTE 240 (Martincic)-57715 Lab 9

Foundations of Mobile Design — ISTE 252 (Radovan)-50550 Lab 9

Mobile App Dvlpmt II — ISTE-456 (Ozetski)-50533 Lab 9

Applied Calculus — MATH-161 (Soric)-50523 Room 10

Applied Calculus — MATH-161 (Soric)-50524 Room 10

Secure Web App Dev — ISTE 442(Zagar)-50597 Room 10

Survey: Ancient to Medieval Art — ARTH-135(Markovic)-57459 Room 10

Comput Probl Solving II — GCIS-124 (Mutka)-57620 Lab 3

New Media Design Animation — NMDE 204(Krajcer)-57457/57458L Lab 12

Drawing II — FDTN-112 (Hudspeth)-50662 Room 35

American Literature — ENGL-312 (Miscin)-50659 Room 36

Liter. and Cult.Studies - 50539 — ENGL-210 (Miscin) Room 36

Writing Seminar — UWRT-150 (Miscin)-50561 Room 36

Writing Seminar — UWRT-150 (Patekar)-50560 VC Room 5

TUE

Time	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

Leading Cross Cultural and Virtual Teams - MGMT 310 (Kuzmin)-50579 Online OS

Beginning Italian II — MLIT-202(Gudelj)-50576 online OS

Intermediate Spanish II — MLSP-302 (Peric)-50585 online OS

Writing Seminar — UWRT-150 (Charry)-50562 ONLINE OS

Leading Cross Cultural and Virtual Teams - MGMT 310 (Kuzmin)-50580 Online OS

NMD Interactive II — NMDE-203(Jelusic)-57455/57456L Online OS

Writing Seminar — UWRT-150 (Friganovic Sain)-57441 ONLINE OS

Found of Mobile Design — ISTE-252 (Tolic) -50596 VC Lab 3

Software Dsgn Princ and Pat — SWEN-383 (Marasovic)-50683 Lab 3

Software Dsgn Princ and Pat — SWEN-383 (Marasovic)-50588 Lab 3

DB Connectivity and Acc. — ISTE-330 (Mihaljevic)-50525 Lab 3

DB Connectivity and Acc. — ISTE-330 (Mihaljevic)-50526 Lab 3

Database App Dvlpmt — ISTE-432 (Mihaljevic)-50666 Lab 3

Management Accounting — ACCT 210 (Vejzagic)-50575 Lab 3

Intro to Digital Photography — PHAR 160 (Strgar Kurecic)-50672/50681L Room 1

Intro to Digital Photography-2 — PHAR 160 (Strgar Kurecic)- 57563/57564L Room 1

Principles of Macroecon. — ECON-201 (Samardzija)-50567 Room 6

Principles of Macroecon. — ECON-201 (Samardzija)-50568 Room 6

Applied Calculus — MATH-161 (Soric)-50551 Room 6

Applied Calculus — MATH-161 (Soric)-50552 Room 6

Introduction to Ecology — ENVS-140 (Puskaric)-57463/57467L Room 6

Info Systems and Techn. — MGIS-130 (Bara)-50537 Room 6

Info Systems and Techn. — MGIS-130 (Bara)-50538 Room 6

Exporting and Gl. Sourc. — INTB-315 (Schmidt)-50593 Room 7

Exporting and Gl. Sourc. — INTB-315 (Schmidt)-50594 Room 7

Exporting and Gl. Sourc. — INTB-315 (Schmidt)-50595 Room 7

Global Marketing — MKTG-330 (Anticic)-50558 Room 7

Social Psychology - 50636 — PSYC-225 (Havelka Mestrovic)Room 7

Social Psychology - 50637 — PSYC-225 (Havelka Mestrovic)Room 7

Financial Mgmt. — FINC-220 (Condic-Jurkic)-50531 Lab 9

Financial Mgmt. — FINC-220 (Condic-Jurkic)-50532 Lab 9

Intro to Statistics II — STAT-146 (Tabak)-50529 Lab 9

Data Mining and Exploration — ISTE-470 (Mutka)-50667 Lab 9

4D Design — FDTN-141 (Poljicak)-57437 Lab 9

Web and Mobile II — ISTE 240 (Martincic)-50598 Lab 9

NMD Interactive I — NMDE-103(Poljicak)-50670/50671L Lab 9

Writing Seminar — UWRT-150(Miscin S.)-57443 Room 10

American Literature — ENGL-312 (Miscin)-50660 Room 10

Liter. and Cult.Studies - 50540 — ENGL-210 (Miscin) Room 10

International Finance — FINC-420 (Condic Jurkic)-50608 Room 10

Competing Globally — INTB-550 (Lucic)-50665 Room 10

Competing Globally — INTB-550 (Lucic)-57436 Room 10

Digital Marketing — MKTG-320 (Kolodic)-50589 Lab 12

Intermediate Finc Account — ACCT-360 (Vejzagic)-50657 Lab 12

Drawing II — FDTN-112 (Hudspeth)-57434 Room 35

Writing Seminar — UWRT-150(Miscin S.)-57444 Room 36

Global Marketing — MKTG-330 (Anticic)-50557 Room 36

Intro to Psychology — PSYC-101 (Havelka Mestrovic)- 50607 Room 36

Intermediate Italian II — MLIT-302 (Gudelj)-50600 Room 36

Liter. and Cult. Studies - 50541 — ENGL-210 (Gudelj) Room 36

Ess.Study Techn. — ACSC-64 (Miscin)-50559 VC Room 5

Senior Development Project 1 ISTE 501 (Zagar)-50609 VC Room 5

Competing Globally — INTB-550 (Markovic)-50664 VC Room 5

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WED

Time	Course
9:00–10:30	Writing Seminar UWRT-150 (Churry)-50593 ONLINE OS
2:00–3:00	Beginning Spanish II MLSP-202(Peric)-57439 online OS
7:00–8:00	East Asian Philosophy PHIL-311 (Brassard)-50630 online OA
8:00–9:30	Topics in Philosophy - 57449 PHIL 449 (Bazdan) ONLINE OS
9:30–11:00	Topics in Philosophy - 57596 PHIL 449 (Bazdan) ONLINE OS
12:00–1:00	Sociology of Work SOCI 230 (Bazdan)-50677 ONLINE OS
8:00–9:30	Beginning German II MLGR-202(Bozinovic)-50934 online OS
11:30–1:00	Writing Seminar UWRT-150 (Friganovic Sain)-57442 ONLINE OS
2:00–3:00	Critical Rdng and Wrtng UWRT-100 (Friganovic Sain)-50594 online OS
4:00–5:00	Critical Rdng and Wrtng UWRT-100 (Friganovic Sain)-50595 online OS
8:00–9:30	Beginning Spanish II MLSP-202 (Peric)-50593 online OS
10:00–11:00	Intermediate German II MLGR-302 (Bozinovic)-50935 online OS
11:30–1:00	Beginning German II MLGR-202 (Bozinovic)-50933 online OS

Course	Room
Comput Probl Solving I GCIS-123 (Kolianovic)-57452	Lab 3
Comput Probl Solving II GCIS-124 (Mutka)-57446	Lab 3
Client Program ISTE-340 (Marasovic)-50589	Lab 3
Client Program ISTE-340 (Marasovic)-50590	Lab 3
Management Accounting - ACCT 210 (Vejzagic)- 50573	Lab 3
Management Accounting ACCT 210 (Vejzagic)-50574	Lab 3
Management Accounting ACCT 210 (Vejzagic)-57511	Lab 3
Intro to Digital Photography PHAR-160 (Strgar Kurecic)-57563/57564L	Room 1
Principles of Macroecon. ECON-201 (Samardzija)-50596	Room 1
RIT 365 YOPS-10 (Susak Misetic)-50542	Room 6
Business 2 MGMT 102 (Coleman) - 57460	Room 6
Personal and Small Bus Tax ACCT-420 (Schmidt)-57433	Room 6
Dsgn Thinking and Conc.Dvlpmt. MGMT-330 (Miric)-50591	Room 6
Dsgn Thinking and Conc.Dvlpmt. MGMT-330 (Miric)-50627	Room 6
Communication COMM-253 (Poropat Darrer)-50545	Room 7
Communication COMM-253 (Poropat Darrer)-50546	Room 7
Communication COMM-253 (Poropat Darrer)-50547	Room 7
Organizational Behavior MGMT-215 (Vidovic)-50554	Room 7
Organizational Behavior MGMT-215 (Vidovic)-50553	Room 7
Seminar in Finance FINC-489 (Schmidt)-50663	Room 7
Organizational Behavior MGMT-215 (Vidovic)-50555	Room 7
Intro to Statistics II STAT-146 (Tabak)-50527	Lab 9
Intro to Statistics II STAT-146 (Tabak)-50528	Lab 9
NMD Digital Survey II NMDE-112(Dolic) - 50668/50669L	Lab 9
4D Design FDTN-141 (Poljicak)-50661	Lab 9
NMD Digital Survey NMDE-112(Dolic)-57450/57451L	Lab 9
Mobile App Dvlpmt II ISTE-498 (Cestnik)-50533	Lab 9
Applied Calculus MATH-161 (Soric)-50523	Room 10
Applied Calculus MATH-161 (Soric)-50524	Room 10
Ecology of DC ENVS-150 (Puskaric)-50611/50615L	Room 10
Ecology of DC ENVS-150 (Puskaric)-50612/50616L	Room 10
Comput Probl Solving II GCIS-124 (Mutka)) 57620	Lab 3
New Media Design Animation NMDE-394(Krajcer)-57457/57458L	Lab 12
Drawing II FDTN-112 (Hudzepeth)-57434	Room 35
Professional Selling MKTG-360 (Antioic)-50572	Room 36
American Literature ENGL-312 (Mladin)-50659	Room 36
Global Marketing MKTG-330 (Antioic)-50556	Room 36
Liter. and Cult. Studies - 50939 ENGL-210 (Mladin) Room 36	Room 36
Writing Seminar UWRT-150 (Mladin)-50961	Room 36
Psychological Disorders - 50940 PSYC-221 (Havelka Mestrovic)VC	Room 5
Psychological Disorders - 50941 PSYC-221 (Havelka Mestrovic) VC	Room 5
Writing Seminar UWRT-150 (Palakar)-50980	VC Room 5
Beginning French II MLFR-202 (Kovacevic)-50601	VC Room 5
Intermediate French II MLFR-302 (Kovacevic)-50602	VC Room 5

THU

Time	Course
11:30–2:00	Leading Cross Cultural and Virtual Teams - MGMT 310 (Kuzmin)-50590 Online OS
4:00–5:30	Web Server Admin & Development ISTE 444(Njiric)-50592 Online OS
9:00–10:30	Writing Seminar UWRT-150 (Churry)-50962 ONLINE OS
9:00–11:00	Leading Cross Cultural and Virtual Teams - MGMT 310 (Kuzmin)-50579 Online OS
11:30–1:00	Beginning Italian II MLIT-202(Gudelj)-50976 online OS
9:30–11:00	Writing Seminar UWRT-150 (Friganovic Sain)-57441 ONLINE OS
2:00–3:30	New Media Design Interactive II NMDE-203 (Antioic)-57455/57456L Online OS

Course	Room
Found of Mobile Design ISTE-252 (Tolic) -50596 VC	Lab 3
Software Dsgn Princ and Pat SWEN-383 (Marasovic)-50693	Lab 3
Software Dsgn Princ and Pat SWEN-383 (Marasovic)-50588	Lab 3
DB Connectivity and Acc. ISTE-330 (Mihaljevic)-50525 Lab 3	Lab 3
DB Connectivity and Acc. ISTE-330 (Mihaljevic)-50526 Lab 3	Lab 3
Database App Dvlpmt ISTE-432 (Mihaljevic)-50666 Lab 3	Lab 3
Management Accounting ACCT 210 (Vejzagic)-50575	Lab 3
Management Accounting ACCT 210 (Vejzagic)-57501	Lab 3
Intro to Digital Photography PHAR-160 (Strgar Kurecic)-50672/50687L	Room 1
Principles of Macroecon. ECON-201 (Samardzija)-50597	Room 6
Principles of Macroecon. ECON-201 (Samardzija)-50598	Room 6
Applied Calculus MATH-161 (Soric)-50551	Room 6
Applied Calculus MATH-161 (Soric)-50552	Room 6
Introduction to Ecology ENVS-140 (Puskaric)-57464/57465L	Room 6
Info Systems and Techn. MGIS-130 (Bara)-50537	Room 6
Info Systems and Techn. MGIS-130 (Bara)-50538	Room 6
Exporting and Gl. Sourc. INTB-315 (Schmidt)-50593	Room 7
Exporting and Gl. Sourc. INTB-315 (Schmidt)-50594	Room 7
Exporting and Gl. Sourc. INTB-315 (Schmidt)-50595	Room 7
Business 2 MGMT 102 (Coleman) - 50587	Room 7
Social Psychology - 50636 PSYC-225 (Havelka Mestrovic)Room 7	Room 7
Social Psychology - 50637 PSYC-225 (Havelka Mestrovic)Room 7	Room 7
Financial Mgmt. FINC-220 (Condic-Jurkic)-50531	Lab 9
Financial Mgmt. FINC-220 (Condic-Jurkic)-50532	Lab 9
Intro to Statistics II STAT-146 (Tabak)-50529	Lab 9
Data Mining and Explanation ISTE-470 (Mutka)-50667	Lab 9
4D Design FDTN-141 (Poljicak)-57437	Lab 9
Web and Mobile II ISTE 240 (Martincic)-50598	Lab 9
Web and Mobile II ISTE 240 (Martincic)-57715	Lab 9
American Literature ENGL-312 (Mladin)-50660	Room 10
Liter. and Cult. Studies -50940 ENGL-210 (Mladin)	Room 10
Culture Class (Mladin) Room 10	Room 10
Competing Globally INTB-550 (Lucic)-50885	Room 10
Competing Globally INTB-550 (Lucic)-57436	Room 10
Digital Marketing MKTG-320 (Krdelil)-50589	Lab 12
Intermediate Finc Account ACCT-399 (Vejzagic)-50557	Lab 12
Drawing II FDTN-112 (Hudspeth)-50862	Room 35
Advanced Corporate Financial Planning FINC-430 (Condic Jurkic)-50592	Room 35
Business 2 MGMT 102 (Antioic) - 50570	Room 36
Business 2 MGMT 102 (Antioic) - 50571	Room 36
Intro to Psychology PSYC-101 (Havelka Mestrovic)-50697	Room 36
Intermediate Italian II MLIT - 302 (Gudelj)-50600	Room 36
Liter. and Cult. Studies -50941 ENGL-210 (Gudelj)	Room 36
Bus.Study Techn. ACSC-64 (Mladin)-50559 VC Room 5	VC Room 5
Global Marketing MKTG-330 (Antioic)-50557 VC Room 5	VC Room 5
Global Marketing MKTG-330 (Antioic)-50558 VC Room 5	VC Room 5
Competing Globally INTB-550 (Markovic)-50664 VC Room 5	VC Room 5

FRI

Time	Course
9:00–10:30	Topics in Philosophy - 57449 PHIL 449 (Bazdan) ONLINE OS
10:30–11:30	Intermediate Spanish II MLSP-302 (Peric)-50585 online OS
12:00–1:00	Topics in Philosophy - 57596 PHIL 449 (Bazdan) ONLINE OS
9:00–10:30	Writing Seminar UWRT-150 (Churry)-50963 ONLINE OS
8:00–9:30	Beginning German II MLGR-202(Bozinovic)-50934 online OS
10:30–12:00	Writing Seminar UWRT-150 (Friganovic Sain)-57462 ONLINE OS
11:30–1:00	Intermediate German II MLGR-302 (Bozinovic)-50935 online OS

Course	Room
Comput Probl Solving I GCIS-123 (Kolianovic)-57452	Lab 3
Comput Probl Solving II GCIS-124 (Mutka)-57446	Lab 3
Intro to DB and Data Mod. ISTE-230 (Radovan)-50548	Lab 3
Intro to DB and Data Mod. ISTE-230 (Radovan)-50549	Lab 3
Organizational Behavior MGMT-215 (Vidovic)-50552	Room 7
Organizational Behavior MGMT-215 (Vidovic)-50553	Room 7
NMD Interactive I NMDE-103(Poljicak)-50679/50677L	Lab 9
New Media Design Digital Survey II NMDE-112 (Dolic)- 50669/50669L	Lab 9
New Media Design Digital Survey II NMDE-112 (Dolic)-57450/57451L	Lab 9
Foundations of Mobile Design ISTE 252 (Radovan)-50590	Lab 9
Writing Seminar UWRT-150(Mladin S.)-57443 Room 10	Room 10
Writing Seminar UWRT-150(Mladin S.)-57444 Room 10	Room 10
Survey: Ancient to Medieval Art ARTH-135(Markovic)-57459 Room 10	Room 10
Comput Probl Solving II GCIS-124 (Mutka)-) 57620	Lab 12
Psychological Disorders - 50940 PSYC-221 (Havelka Mestrovic)Room 36	Room 36
Psychological Disorders - 50941 PSYC-221 (Havelka Mestrovic)Room 36	Room 36
Beginning French II MLFR-202 (Kovacevic)-50601 VC Room 5	VC Room 5
Intermediate French II MLFR-302 (Kovacevic)-50602 VC Room 5	VC Room 5

DL = Distance Learning Course

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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**
FDTN-111	Drawing I	0	6	3	6	Stefanie Hudspeth
FDTN-121	2D Design I	3	3	3	6	Iva Šarćević
NMDE-111	New Media Design Digital Survey I	2	3	3	6	Jurica Dolić
UWRT-100	Critical Reading & Writing	3	0	3	5	J. Patekar, E. Miščin, Z.Friganovic Sain, R.Charry
PHIL-101	Introduction to Philosophy	3	0	3	5	Luka Boršić Vanda Bazdan
YOPS-10	RIT 365: RIT Connections	1	0	0	0	Marija Šušak Mišetić

	SPRING 1					
Course no.	**Name**	**Class Hours**	**Lab hours**	**Credit Hours**	**ECTS**	**Instructor**
FDTN-112	Drawing II	0	6	3	6	Stefanie Hudspeth
FDTN-141	4D Design	2	3	3	6	Ante Poljičak
NMDE-112	New Media Design Digital Survey II	2	3	3	6	Jurica Dolić
NMDE-103	NMD Interactive I	2	3	3	6	Ante Poljičak
PHAR-160	Intro to Digital Photography	2	3	3	6	Maja Strgar Kurečić

*Classes as per the NMD Program Outline – Academic Year 2023/2024

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YEAR 2*

	FALL 2	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
GCIS - 123	Software Development and Problem Solving I	4	2	4	6	Alan Mutka
NMDE-201	New Media Design Elements II	2	3	3	6	Petar Branislav Jelušić
NMDE-202	New Media Design 3D	2	3	3	6	Ines Miščević
UWRT - 150	FYW: Writing Seminar	3	0	3	5	J.Patekar, Z.Friganovic Sain, R. Charry, E. Miščin
MLSP - 201	Beginning Spanish I	2	2	4	5	Barbara Perić
MLGR - 201	Beginning German I	2	2	4	5	Nikolina Božinović
MLIT - 201	Beginning Italian I	2	2	4	5	Ana Gudelj
MLFR - 201	Beginning French I	2	2	4	5	Tea Kovačević

	SPRING 2	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
GCIS - 124	Software Development and Problem Solving II	4	2	4	6	Alan Mutka
NMDE-203	New Media Design Interactive II	2	3	3	6	Petar Branislav Jelušić
NMDE-204	New Media Design Animation	2	3	3	6	Tomislav Krajcer
ARTH-135	Survey: Ancient to Medieval Art	3	0	3	5	TBD
MLSP-202	Beginning Spanish II	2	2	4	5	Barbara Perić
MLGR-202	Beginning German II	2	2	4	5	Nikolina Božinović
MLIT-202	Beginning Italian II	2	2	4	5	Ana Gudelj
MLFR-202	Beginning French II	2	2	4	5	Tea Kovačević
	WMC Co-op 1	0	200	0	6	Sara Stanić
	Intro to Psychology (new intake)	3	0	3	5	Ana Havelka Meštrović

** 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:	Drawing I
Course leader:	Stefanie Hudspeth
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	90 (0+0+6)

Course Description

Course objectives:

- Develop the ability to see, analyze, and translate.
- Develop a wide range of drawing responses from expressive to precise.
- Develop technical skills with a variety of media.
- Develop conceptual ability.
- Develop the ability to critically evaluate one's own work and the work of others.
- Develop the ability to use drawing for conceptual, compositional, and preparatory studies.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Analyze and translate observations into concepts and compositions

CLO2: Use drawing for conceptual, compositional, and preparatory studies.

CLO3: Apply suitable drawing techniques for different media

CLO4: Critically evaluate one's own drawing and the drawing of others

CLO5: Synthesize core observational drawing concepts and techniques to produce a finished drawing.

Course content:

This course is an introduction to the visualization of form, thought and expression through the drawing process. Concepts are introduced by lectures, discussions, demonstrations, research and assigned projects. Designed to provide a broad introductory experience, students will experiment with a wide variety of media, tools, techniques and subjects to develop drawing expertise and problem-solving skills related to design and composition. Course work will be assessed through critique, facilitating self-assessment and the growth of both a visual and verbal vocabulary. The focus of the course is to provide awareness of the full range of ways in which drawing is used as a tool for both self-expression and communication.

- Visual and Aesthetic Issues
    - o Gesture and proportion:
    - o Contour
    - o Shape
- The principles of design as protocols for the organization of two-dimensional compositions: Unity, Harmony, Variety, Balance and Grouping principles
- Methods of organization and their implications for generating activity and content:
    - o Open and closed compositions
    - o The role of the format in terms of its shape and internal forces
    - o The use and perception of positive and negative space
- Subject matter
    - o Human
- Research
    - o Research and development
    - o Historical context or antecedents
    - o Contemporary and cultural context
    - o Perception
    - o Meaning, content and concept
    - o Exploration and use of library, electronic resources and personal resources
- Media skills and process
    - o Material exploration: Graphite, Charcoal, Ink
- Methodology
    - o Concept generation and development:
    - o Critical skills and evaluation:

Teaching delivery methods:

- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments

Monitoring student work:

Activity	ECTS
Lab assignment 1	0.3
Lab assignment 2	0.3
Lab assignment 3	0.6
Lab assignment 4	0.6
Lab assignment 5	0,6
Lab assignment 6	0,3
Lab assignment 7	0,3
Lab assignment 8	0,6
Lab assignment 9	0,6
Lab assignment 10	0.6
Lab assignment 11	1,2
Total	6

Teaching time is worth 3 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work during classes and the final exam

Components of evaluation:

Component	Points/%
Assignment 1	5
Assignment 2	5
Assignment 3	10

Assignment 4	10
Assignment 5	10
Assignment 6	5
Assignment 7	5
Assignment 8	10
Assignment 10 Final	20
Total:	**100**

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

- Eviston, B. (2021). *The Art and Science of Drawing*. Rocky Nook, Inc.
- Edwards, Betty (1999). Drawing on the Right Side of the Brain, Penguin Putman

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

- Larmann, Ralph. The Figure Drawing LAB (http://drawinglab.evansville.edu)
- Mendelowitz, Daniel (2011), Guide to Drawing, Wadsworth Publishing

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:	2D Design
Course leader:	Iva Šarčević
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	90 (3+0+3)

Course Description

Course objectives:

- Demonstrate the conception, execution and critique projects that enhance the understanding and consideration of space, form, process and interpretation.
- Demonstrate the use and manipulation of a wide range of materials (e.g. line, shape, color, patterning, etc.) needed to achieve the desired effects
- Demonstrate the use of a specialized vocabulary for understanding and communicating ideas related to two-dimensional design
- Explore historical and contemporary issues in the fields of art and design

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Apply elements and principles of two-dimensional design

CLO2: Demonstrate the use of appropriate vocabulary in the critique and analysis of two-dimensional compositions

CLO3: Create innovative solutions to problem solving that include ideation, visualization and sketching

CLO4: Demonstrate presentation skills and craftsmanship

CLO5: Combine creative tools, media and process, to solve visual problem

CLO6: Apply historical and contemporary references in concept generation

CLO7: Critique their designs and the designs of the others

Course content:

This course is a structured, cumulative introduction to the basic elements and principles of two-dimensional design. Organized to create a broad introductory experience, the course focuses on the development of both a visual and a verbal vocabulary as a means of exploring, developing, and understanding two-dimensional compositions. Concepts are introduced through lectures, discussions, demonstrations, research, assigned projects and critiques. The course addresses a wide variety of media, tools, techniques both traditional and technological, and theoretical concepts to facilitate skill development and experimentation with process. Visual comprehension, the ability to organize perceptions and horizontal thinking that crosses other disciplines and theories, are key foundational components to the development of problem-solving skills.

Topics include:
- Visual language
- Basic elements of 2D design
- Principles of visual organization
- Line, shape, texture in visual solutions
- Idea development and visualization

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

Activity	ECTS
Assignment 1	0.66
Assignment 2	0.66
Assignment 3	0.66
Assignment 4	1
Assignment 5	1
Assignment 6	1
Assignment 7	1
Total	6

Teaching time is worth 3 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Assignment 1	10%
Assignment 2	10%
Assignment 3	10%
Assignment 4	15%
Assignment 5	15%
Assignment 6	15%
Assignment 7	15%
Participation	10%
Total:	**100**

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

- Puhalla D. (2020) *Design Elements: Form and Space, 2nd Revised edition*, Cognella Academic Publishing

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

- Pentak, S., Roth, R., & Lauer, D. A. (2021). *Design Basics: 2D and 3D*. Cengage Learning
- Wong, W. (1993). *Principles of Form and Design*. John Wiley & Sons

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:	NMD Digital Survey I
Course leader:	Jurica Dolić
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create content using image and graphical manipulation.

CLO2: Compose effective design solutions using complex imagery, layout and typographical elements.

CLO3: Evaluate the use and effectiveness of imaging, visual design solutions and aesthetic qualities.

CLO4: Integrate creative and conceptualization skills through research and documentation.

CLO5: Distinguish halftoning, reproduction principles and printing requirements for various media.

CLO6: Apply visual elements, principles, imagery and layouts to interactive creative design.

CLO7: Apply content creation methods using image and graphical manipulation.

Course content:

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

Following topics will be covered:

- Fundamentals of images
    - Vector vs. Raster
    - Resolution and size
    - Color space and bit-depth (RGB)
    - Sketching, drawing and the relation to commercial media
    - Bezier Curves, Paths and Anchor Points
    - Working with objects and art boards
    - Color space and bit-depth (RGB vs. CMYK)
- Graphic technology and Imaging
    - Fundamentals of printing
    - Halftoning principles
    - Prepress requirements
    - Color Theory and reproduction
- Image capture and saving
    - Fundamentals of photography (lighting, depth, color, subject, perspective, time)
    - Introduction to camera controls (f-stop, shutter, megapixels)
    - How to take photographs (image capture assignment)
    - Correcting and enhancing digital photographs (RAW and PS tools)
    - Image compressions and file formats for online and storage
    - Working with advanced image correcting and enhancing tools
- Image creation and manipulation
    - Advanced imaging styles

- o Using layers to enhance and combine images
- o Templates, drawing and tracing
- o Blends, Gradients and Meshes
- o Transparencies
- o Process for image creation
- Creating graphic elements
  - o Elements and principles of Graphic Design
  - o Introduction to layout and grids
  - o Introduction to Typography
  - o Introduction to design for interaction
  - o Digital output best practices
- Design principles
  - o Selecting, purchasing, and using copyright free images for design
  - o Ethics, copyright and user responsibilities and liabilities
  - o Conceptualizing image-based design solutions
  - o Use of type in relation to image
  - o New Media and advertising
  - o UI and app icons

Teaching delivery methods:

- Lectures
- Exercises

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

Activity	ECTS
Projects 1	1
Projects 2	1
Projects 3	1.2
Lab assignments	1.2
Homework	0.4
Written exam	1.2

Teaching time is worth 2.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam	20%
Lab assignments	15%
Project 1	15%
Project 2	15%
Project 3	15%
Participation	10%
Homework	10%
Total:	**100**

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

- Ambrose, G., Harris, P., & Ball, N. (2019). *The Fundamentals of Graphic Design*. Bloomsbury Publishing.
- Stone, M. (2016). *A Field Guide to Digital Color*. CRC Press.
- Kipphan, H. (2014). Handbook of Print Media: Technologies and Production Methods. Springer Berlin Heidelberg.
- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Rockport Publishers.
- James, D. (2011). *Crafting Digital Media: Audacity, Blender, Drupal, GIMP, Scribus, and other Open Source Tools.* Apress.
- Cohen, J., & Kenny, T. (2015*). Producing New and Digital Media: Your Guide to Savvy Use of the Web.* Taylor & Francis.

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

- Mestha, L. K., & Dianat, S. A. (2018). Control of Color Imaging Systems: Analysis and Design. CRC Press.
- Galer, M. (2007). *Photography: Foundations for Art & Design : the Creative Photography Handbook.* Focal.
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.

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:	New Media Design
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.

RIT | **Croatia**

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
Total:	**100**

Required reading:

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

Additional reading:

- Anker, S. (2010). Real writing with readings. Boston, MA: Bedford/St. Martin's.

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- 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 (UWRT100)
Course leader:	Rebecca Charry Roje
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	3

Course Description

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

Conditions for enrolment in the course:

None/prerequisite

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

Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Independent work

Student obligations:

- Attending classes
- Submitting assignments
- Completing exams and quizzes
- Participating in discussions

- Attending peer review and individual conference meetings

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
Total:	100

Required reading:

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

Additional reading:

RIT | Croatia

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

RIT | Croatia

General Information

Course title:	Critical Reading and Writing
Course leader:	Zrinka Friganović Sain
Study programme:	NMD
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.

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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
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Language Quiz	10
Critical Analysis1	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
Total:	**100**

Required reading:

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

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 MIščin
Study programme:	NMD
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
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Language Quiz	10
Critical Analysis1	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
Total:	**100**

Required reading:

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

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:	Introduction to Philosophy
Course leader:	Vanda Bazdan
Study programme:	NMD
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Philosophy is about the rigorous discussion of big questions, and sometimes small precise questions, that do not have obvious answers. This class is an introduction to philosophical thinking where we learn how to think and talk critically about some of these challenging questions. Such as: Is there a single truth or is truth relative to different people and perspectives? Do we have free will and, if so, how? Do we ever really know anything? What gives life meaning? Is morality objective or subjective, discovered or created? We'll use historical and contemporary sources to clarify questions like these, to understand the stakes, to discuss possible responses, and to arrive at a more coherent, more philosophically informed, set of answers.

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 in light of the reasons or evidence that could be offered both for and against them.
- To make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them.
- To encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives.
- To acquaint the student with some of the major philosophers.

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Conditions for enrolment in the course:

None.

Expected learning outcomes of the course:

A student will be able to:

CLO1: Interpret philosophical texts.

CLO2: Evaluate arguments and ideas in different circumstances.

CLO3: Create a research paper applying analytical and synthetic thinking.

Course content:

Why study philosophy?

What philosophy is?

What *is*?

On Truth(s)

Mind matters

Free will, Determinism, and Responsibility

What can one know?

Right and Wrong?

Ethics

What is a human being?

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	2
Exams	2
Paper	1
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Discussions (10x4pts)	40
Exams (2x20pts)	40
Paper	20
Total:	**100**

Required reading:

- Perry, J., Bratman, M., & Fischer, J. M. (2018). *Introduction to philosophy: Classical and contemporary readings.* Oxford University Press.
- Shafer-Landau, R. (2020). Fundamentals of Ethics. Oxford University Press.
- Sosa, E., Jaegwon, K., Fantl, J., & McGrath, M. (Eds.). (2008). *Epistemology: An anthology.* Blackwell publishing.

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 title:	Drawing II
Course leader:	Stefanie Hudspeth
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	90 (0+0+6)

Course Description

Course objectives:

- Develop the ability to see, analyze, and translate.
- Develop a wide range of drawing responses from expressive to precise.
- Develop technical skills with a variety of media.
- Develop conceptual ability.
- Develop the ability to critically evaluate one's own work and the work of others.
- Develop the ability to use drawing for conceptual, compositional, and preparatory studies.

Conditions for enrolment in the course:

Drawing I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Apply methods of compositional organization to drawings

CLO2: Apply methods of concept generation and development to drawings

CLO3: Asses visual issues of gesture, proportion, contour, perspective, volume, space and color

CLO4: Use elements and principles of design on drawings

CLO5: Apply suitable color drawing techniques for different media

Course content:

This course is an introduction to the visualization of form, thought and expression through the drawing process. This includes a more advanced line and form study introduced in "Drawing I" and an introduction of color. The object includes still life, landscape /cityscape, perspective, a human figure and portraiture. The media will include charcoal, graphite, ink, pastel, colored pencil and watercolor and /or acrylic paints.

- Visual and Aesthetic Issues
  - Gesture and proportion:
  - Contour
  - Shape
  - Perspective
  - Surface, Volume and Space
  - Proportion
- The principles of design as protocols for the organization of two-dimensional compositions: Unity, Harmony, Variety, Balance and Grouping principles
- Methods of organization and their implications for generating activity and content:
  - Open and closed compositions
  - The role of the format in terms of its shape and internal forces
  - Focal points and their relationship to emphasis, conditions of contrast, form position and hierarchy
  - Directional movement and rhythm
  - The use and perception of positive and negative space
- Subject matter
  - Still life
  - Interior /Exterior Spaces
  - Human figure / Portrait
- Research
  - Research and development
  - Historical context or antecedents
  - Contemporary and cultural context
  - Perception
  - Meaning, content and concept
  - Exploration and use of library, electronic resources and personal resources
- Media skills and process
  - Material exploration: charcoal, graphite, ink, pastel and colored pencil, collage, watercolor and/or acrylic paints
  - Craftsmanship: Quality of execution, appropriate choice and use of materials, use of media in relationship to project concept, objectives and desired outcomes.
- Methodology
  - Concept generation and development:
  - Problem Solving
  - Critical skills and evaluation

Teaching delivery methods:

- Presentations
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments

Monitoring student work:

Activity	ECTS
Lab assignment 1	0.3
Lab assignment 2	0.3
Lab assignment 3	0.6
Lab assignment 4	0.6
Lab assignment 5	0,6
Lab assignment 6	0,3
Lab assignment 7	0,3
Lab assignment 8	0,6
Lab assignment 9	0,6
Lab assignment 10	0,6
Lab assignment 11	0,6
Lab assignment 12	0,6
Total	6

Teaching time is worth 3 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work during classes and the final exam

Components of evaluation:

Component	Points/%
Assignment 1 (Week 1)	5
Assignment 2 (Week 2)	5
Assignment 3 (Week 3)	10
Assignment 4 (Week 4)	10
Assignment 5 (Week 5)	10
Assignment 6 (Week 6)	5
Assignment 7 (Week 7)	5
Assignment 8 (Week 8)	10
Assignment 9 (Week 10)	10
Assignment 10 (Week 11)	10
Assignment 11 (Week 12)	10
Assignment 12 (Week 13-15)	10
Total:	**100**

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

- Eviston, B. (2021). *The Art and Science of Drawing*. Rocky Nook, Inc.
- Larmann, Ralph. *The Figure Drawing LAB* (http://drawinglab.evansville.edu)

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

- Mendelowitz, Daniel (2011), *Guide to Drawing*, Wadsworth Publishing
- Edwards, Betty (1999). *Drawing on the Right Side of the Brain*, Penguin Putman

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: 4D Design

Course leader: Ante Poljičak

Study programme: New Media Design

Course status: Obligatory

Year: First

Number of ECTS credits: 6

Teaching hours (L+S+E):   75 (2+0+3)

Course Description

Course objectives:

- Demonstrate a basic working understanding of the elements and principles of four-dimensional design and their function as the building blocks and guidelines for ordering four-dimensional forms
- Demonstrate basic skills and methods for exploring, choosing, and applying concept generation, idea fluency, problem solving, research, and questioning to delimit a project's criteria and objectives (divergent and convergent thinking)
- Demonstrate basic skills and methods for exploring, choosing, and applying appropriate media, materials and processes to fulfill a project's criteria and objectives
- Demonstrate basic speaking and critical analysis skills regarding the elements and principles of four-dimensional design

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Summarize the basic concepts of time, space and movement as related to moving media.

CLO2: Create engaging motion graphics according to the principles of temporal, and spatial design.

CLO3: Apply sound to image and time-based structures.

CLO4: Use appropriate tools for shooting moving footage.

CLO5: Use historical and contemporary references in idea development.

Course content:

4D Design introduces students to the basic concepts of art and design in time and space. Computers, video, photo, sound and lighting equipment are used to create short-form time-based work. Students learn video, audio, camera, lighting, composite animation, and other skills. The course explores elements of moving images, such as serial, narrative ordering, still and moving image editing, transitions & syntax, sound and image relations, and principles of movement. The course addresses both historical conventions of time in art and recent technological advances, which are redefining the fields of Fine Art and Design.

Included topics are:

- Visual and aesthetic issues; especially as related to form and composition involving time.
    - Attributes of Time
    - Principles of Movement: Recorded & edited movement, Interpolated movement
    - Editing: Rhythmic structures, juxtaposition, superimposition, abstraction, context
    - Ordering Structures: Series, Sequence, Narrative, Lyrical
    - Sound design: Music, Rhythm, Dialogue, Sound effects, Atmospheric/spatial
    - Composition
    - Project Planning
- Media Skills and technical concerns
    - Software exposure: Editing, Animation, Audio, and other software.
    - Principles of Shooting and Editing
    - Principles of Compositing & Animation
    - Concept development: criteria and objectives clarification and delimiting, concept generation, idea fluency, visual notation (drawing, sketching, writing), outlines, storyboards, time management and organization of resources.
    - Craftsmanship: quality of execution & design, appropriate choice of media, and appropriate use of media with regard to the criteria and objectives of the project.
- Methodology
    - Problem solving
    - Development: ideation, recombination, appropriate scope of concept, form development, well-considered visual choices, and implementation
    - Critical analysis and evaluation: application/expression of pertinent terminology
    - Organizational skills: prioritization and time management
    - Research Skills: library, electronic, first person, and visual notation
    - Production of assignments: Development of a script or outline, storyboard & sketches, consideration of all elements of appropriate related Skills
- Content
    - Time as a convention in Art
    - History of Video Technology
    - Media Analysis
    - Principles of Shot Structure for Continuity Shooting & Editing
    - Fiction vs Non Fiction Forms & Ethics of Narrative
    - Application of Composite Animation Across Media

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignments	4.2
Final Project	1.8
Total	6

Teaching time is worth 2.5 ECTS points, and it has been incorporated into time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Audio Exercise	5%
Continuity	15%
Documentary	10%
Cinemagraph/Gif	5%
Parallax	5%
Photo Film & Stop Motion	10%
Motion Graphic	10%
Final	20%

Participation	20%
Total:	**100**

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

- Shaw, A. (2019). *Design for Motion: Fundamentals and Techniques of Motion Design*. Taylor & Francis.

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

- Blazer, L. (2019). *Animated Storytelling: Simple Steps for Creating Animation & Motion Graphics*. Peachpit Press.
- Williams, R. (2012). *The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators*. Farrar, Straus and Giroux.

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:	Jurica Dolić
Course title:	NMD Digital Survey II
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Develop a stronger understanding of the principles and methods of visual organization, design and graphic analysis.
- Illustrate effective processes of the creative workflow as well as appropriate levels of design focused craftsmanship, literacy and technology.
- Develop solutions which reflect semiotic concerns of effective communication including aesthetic considerations, appropriate concept development and pragmatic concerns
- Understand basic color management requirements for various media

Conditions for enrolment in the course:

NMD Digital Survey I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Demonstrate the simplification, reduction and communication of a complex form into a symbolic interpretation using Gestalt principles and fundamental design principles.

CLO2: Identify the anatomy and effectiveness of specific typographic solutions.

CLO3: Develop effective communication solutions through proper selection and use of typography and graphical forms.

CLO4: Evaluate visual design and information solutions through the application of color, shape, line, form, texture, type and layout.

CLO5: Identify proper information structures, graphical styles and typographical solutions across various media.

CLO6: Demonstrate an effective use of a grid system within a page layout consisting of typography and graphical forms.

CLO7: Understand the creative design process through problem identification, research, planning, and final design application.

CLO8: Evaluate basic color management settings for various media

Course content:

Through formal studies and perceptual understanding, including aesthetics, graphic form, structure, concept development and visual organization methods, students will design graphical solutions to communication problems for print and digital media. Students will focus on creating appropriate and usable designs through the successful application of design theory and best practices. Assignments exploring aspects of graphic imagery, typography and production will be included.

Topics include:

- Design Elements and Principles
- Gestalt principles
- Unity, conflict, dominance, pattern, attention, harmony, balance, gradation
- Line, form, value, color, texture, shape, size, direction
- Alignment, hierarchy, proximity, contrast, repetition
- Color theory
- Color Management
- Creative process
- Problem identification
- Design research
- Inspiration/mood boards
- Creative thinking exercises
- Simplification of form
- Graphic marks
- Visual identity
- Technical and pragmatic consideration
- Visual problem solving methods
- Effective communication
- Elements of typography
- Classification of typefaces
- Legibility (type and image)

- Typeface selection
- Visual hierarchy
- Grid systems
- Typographic grid
- Modular grid
- Flexible grid for Responsive Web Design
- Hierarchical grid
- Media formats and outputs

Teaching delivery methods:

- Lectures
- Exercises

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1	1.2
Project 2	1.2
Project 3	1.2
Assignments	1.8
Written exam	0.6
Total	6

Teaching time is worth 2.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam	10%
Project 1	20%
Project 2	20%
Project 3	20%
Assignments	30%
Total:	**100**

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

- Carter, R., Maxa, S., Sanders, M., Meggs, P. B. & Day, B. (2018). *Typographic Design: Form and Communication.* John Wiley & Sons.
- Lupton, E. & Phillips, J. C. (2015). *Graphic Design: The New Basics,* Princeton Architectural Press.
- Poulin, R. (2018). *The Language of Graphic Design: An illustrated handbook for understanding fundamental design principles*. Rockport Publishers.
- Airey, D. (2015). Logo design love: a guide to creating iconic brand identities, Peachpit Press.
- Sharma, A. (2018). Understanding Color Management. Wiley.

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

- Wheeler, A. & Millman, D. (2018). Designing Brand Identity : *An Essential Guide for the Whole Branding Team, 5th Edition*, John Wiley & Sons.
- Samara T. (2020). *Design Elements: Understanding the rules and knowing when to break them - A Visual Communication Manual*, 3rd Edition, Rockport Publishers.
- Weinschenk S. M. (2020). *100 Things Every Designer Needs to Know About People, 2nd Edition*, New Riders.
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.
- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Rockport Publishers.

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:	Ante Poljičak
Course title:	NMD Interactive I
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Demonstrate foundational knowledge of web development and design technologies and software.
- Develop an understanding of basic concepts in web page design, layout, content development, usability and publishing.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Explain World Wide Web and the media used to design and develop it.

CLO2: Develop simple web pages and sites

CLO3: Publish web sites to an appropriate web server.

CLO4: Verify the standards of their web programming through HTML and CSS validation.

CLO5: Evaluate the aesthetic quality and appropriateness of the visual solution and implementation.

CLO6: Integrate interactive media with static design elements to enhance the user experience.

Course content:

This course provides an introduction to key internet, web and multimedia technologies. Topics covered include computer-based communication and information, basic HTML, basic internet

applications such as FTP, basic use of digital images, audio and video techniques, web page design, web animation for development and publishing.

- Introduction to Web Design

    - Definitions, what is Web Design?
    - History, Web Standards
    - Possibilities and limitations
    - Web Design vs. Web Development

- Web Design Process
    - Defining goals
    - Content (information architecture)
    - Wireframing
    - Project structure, sitemaps
    - HTML & CSS coding
    - Code-validation
    - FTPs and publishing

- HTML
    - HTML document structure
    - HTML Tags
    - Semantic HTML
    - Embedding media (images, audio, video)
    - Best Practices

- CSS
    - Selectors
    - Box model
    - Layout and positioning
    - Responsive Web Design (RWD)
    - Transitions
    - Animations
    - Best Practices

- Web Design Components
    - Layout
    - Typography
    - Color

- Legal and Ethical Issues
    - Copyright
    - Digital Rights
    - Accessibility

Teaching delivery methods:

- Lectures
- Exercises

- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Lab exercises	1
Quizzes	1
Total	6

Teaching time is worth 2.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Lab exercises	15%
Quiz:	15%
Projects 1-3:	60%
Activity:	10%
Total:	**100**

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

- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design.* Rockport Publishers.

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

- Frain, B. (2020). *Responsive Web Design with HTML5 and CSS: Develop future-proof responsive websites using the latest HTML5 and CSS techniques*. Packt Publishing.

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:	Intro to Digital Photography
Course leader:	Maja Strgar Kurečić
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	5
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Teach the basics of digital photography with a balanced emphasis on technical, aesthetic and conceptual skills.
- Provide the information to capture, develop and print using a digital workflow
- Provide students with creative and technical assignments to make personal work
- Provide students with the skills to analyse and critique images in a global context

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use practical image capture skills in digital photography

CLO2: Understand exposure techniques in manual mode

CLO3: Classify image capture equipment and judge suitability of the equipment for a given photography project.

CLO4: Evaluate and interpret aesthetics and concept of a photography project

CLO5: Demonstrate creative and critical communication through the visual medium of photography

CLO6: Write an Artist Statement

CLO7: Create a portfolio of photographic work

Course content:

This course is an introduction to digital photography – technical, aesthetic and conceptual. Through weekly assignments, students will become familiar with the operation of a DSLR camera body/lens, while exploring the basic principles of accurate exposure, depth of field, lighting, composition and image editing. Lectures will address photographic aesthetics, contemporary and historical practices, and professional applications. Students will learn to critique work through participation in discussions of photographic assignments.

Topics:

- Anatomy of a DSLR camera
- Understanding exposure (ISO / aperture / shutter)
- Image size and quality
- ISO sensitivity and image quality
- File format - RAW vs. JPEG
- Basic principles of lighting
- Visual design concept
- Creative photographic techniques
- Image editing in Adobe Photoshop
- Context in Photography
- Critical thinking skills

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Within the course, an invited lecture by a professional photographer will be organized so as to offer the students an insight into the world of professional photography (advertising, news, reportage or art photography).

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignment 1: Shutter	0.6
Assignment 2: Aperture	0.6
Assignment 3: Design Elements	0.6
Assignment 4: Portraiture	0.6
Assignment 5: Still Life Object	0.6
Final Project	2
Total	5

Teaching time is worth 2.5 ECTS points, and it has been incorporated into time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Assignment 1: Shutter	10%
Assignment 2: Aperture	10%
Assignment 3: Design Elements	10%
Assignment 4: Portraiture	10%
Assignment 5: Still Life Object	10%
Final project	30%
Midterm exam	20%
Total:	**100**

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

- Langford, M., Fox, A., & Smith, R. S. (2015). *Langford's Basic Photography: The Guide for Serious Photographers.* Focal Press.
- Kelby, S. (2020). *The Digital Photography Book*. Rocky Nook, Inc.

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

- London, B., Stone, J., & Upton, J. (2017). *Photography*. Pearson.
- Terry Barrett, P. (2011). *Criticizing Photographs*. McGraw-Hill Education.

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: Software Development and Problem Solving I

Course leader: Alan Mutka

Study programme: New Media Design

Course status: Obligatory

Year: Second

ECTS points: 6

Teaching hours (L+S+E):   90 (4+0+2)

Course Description

Course objectives:

- Learn to program in a selected, contemporary, high-level programming language (Python).
- Describe and apply problem-solving skills, algorithms, and data structures that are appropriate to solve a variety of computing problems of varying degrees of complexity.
- Describe and apply fundamental concepts of software engineering including understanding needs, software design, solution testing, and incremental development.

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use basic programming language constructs in developing a solution

CLO2: Build solutions to computing problems by utilizing algorithms and data structures

CLO3: Apply software engineering concepts, including understanding needs, software design, and solution testing

Course content:

- Statements, expressions, variables, standard output/input
- Types, variables, functions, parameters, arguments
- Arrays, Boolean expressions, conditionals, iteration
- File I/O, raising exceptions, exception handling
- Basic string parsing, regular expressions
- Arrays, recursion, searching, sorting
- Classes, objects, constructors, fields, methods

Teaching delivery methods:

- Lectures
- Independent work
- Laboratory
- Mentoring
- Peer review

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Quizzes	0.3
Class Activities	0.6
Problem Solving	0.6
Assignments	1.5
Practica	1.8
Final Exam	1.2
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:

Component	Points/%
Quizzes	5
Class Activities	10
Problem Solving	10
Assignments	25
Practica	30
Final Exam	20
Total:	**100**

Required reading:

- Lutz, M. (2013). Learning Python. Beijing: O'Reilly. ISBN: 978-1-4493-5573-9

Additional reading:

- Hunt, A., Thomas, D. (2000). The Pragmatic programmer : from journeyman to master. Boston [etc.]: Addison-Wesley. ISBN: 020161622X 9780201616224

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: NMD Elements II

Course leader: Petar Branislav Jelušić

Study programme: New Media Design

Course status: Obligatory

Year: Second

Number of ECTS credits: 6

Teaching hours (L+S+E): 75 (2+0+3)

Course Description

Course objectives:

- Develop skills to translate raw information into visual solutions with accuracy, integrity and clarity
- Develop a stronger understanding of branding, client/project goals, creative problem solving, research, concept development, and critical thinking that they can apply to basic information design
- Learn how to design for information display systems across multiple platforms

Conditions for enrolment in the course:

NMDE-102 New Media Design Elements I or NMDE-112 Digital Survey II

Expected learning outcomes of the course:

A student will be able to:

CLO1: Document professional workflows and design for clients in order to reach business communication goals.

CLO2: Apply problem-solving, research, concept development and critical thinking skills to static information design.

CLO3: Compile raw information into visual solutions with accuracy, integrity and clarity.

CLO4: Summarize how information designs for the web, mobile and tablet devices integrate content with visual indicators.

CLO5: Integrate imagery, type, icons, buttons, color, visual hierarchy, and site architecture to design friendly and functional user interfaces and information architecture.

Course content:

Information design for static, dynamic, and interactive multimedia integrates content with visual indicators. Legibility and clear communication of information and direction is important to the success of any user interface design. This course integrates imagery, type, icons, actions, color, visual hierarchy, and information architecture as a foundation to design successful interactive experiences.

Topics include:

- Information design
    o Semantic, syntactic, and pragmatic principles
    o Message
    o Aesthetics
    o Function
- Concept development
    o Design Brief
    o Mood Boards
    o Mind Mapping
    o Storyboarding
    o Wireframing
- Information design
    o Grid structure
    o Visual hierarchy
    o Effective communication
    o Color perception
    o Type
    o Image
    o Data visualization
- Icon design
    o Symbols and icons
    o Pictograms
    o Virtual identity programs
    o Brand messaging
    o Applications (print vs on-screen)
- Relationships of design
- Clients
    o Audience
    o Audience and society
    o Environment

Teaching delivery methods:

- Lectures
- Exercises

- Independent work

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1 (P1)	2
Project 2 (P2)	2
Exercise 1 (EX1)	0.66
Exercise 2 (EX2)	0.66
Exercise 3 (EX3)	0.66
Total	6

Teaching time is worth 2.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	30%
Project 2	30%
Exercise 1	10%
Exercise 2	10%
Exercise 3	10%
Activity	10%
Total:	**100**

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

- Samara, T. (2020). *Design Elements, Third Edition: Understanding the rules and knowing when to break them - A Visual Communication Manual.* Rockport Publishers.

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

- Allanwood, G., & Beare, P. (2019). *User Experience Design: A Practical Introduction.* Bloomsbury Academic.

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:	NMD 3D
Course leader:	Ines Miscevic
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Develop the ability to create 3D computer models, designs, animations, and renderings.
- Develop best practices to create 3D assets and environments for incorporation into rich internet applications and animation solutions.
- Develop basic skills in particle systems, dynamics, and motion techniques.
- Analyze and evaluate the aesthetic values of 3D design through critiques and visual problem-solving.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create photorealistic design solutions with 3D content creation methods.

CLO2: Solve communication problems using 3D assets and information design principles.

CLO3: Create an animated sequence that utilizes rigging, particles and dynamics to enhance the visual aesthetic.

CLO4: Analyze and critically assess usage and aesthetic qualities of a 3D assets in interactive, mobile and motion examples.

CLO5: Produce a composite of 3D generated assets with external 2D or interactive content.

Course content:

A comprehensive course in visualization that extends previous experience and skills to include 3D creation and design. The course will provide studies in 3D modeling, rendering and animation for use in virtual spaces, rich internet and mobile applications as well as motion graphic design. Digital 3D tools will be used for solving visual design and communication problems. Students will be expected to show evidence of growth in 3D asset creation and usage in the form of simple product renderings, interactive integration and story based animation.

Covered topics:

- Orientation to 3D
    - 3D and design
    - 3D and motion
    - 3D and interactivity
- Common methods of 3D creation
    - Three axis systems (X,Y,Z)
    - Structure of 3D objects (Points, Spline, Polyline, Polygon)
    - Parametric modeling (Primitives)
    - Spline modeling (Lathe, Extrusion, Nurbs)
    - Polygon modeling (Polygons, Points)
    - Patch modeling (HyperNurbs, Cage Structures)
    - Additive vs. subtractive forms
- 3D Lighting
    - The role of light in 3D
    - Lighting controls
    - Three point lighting systems
    - Shadows, color and intensity
    - Environmental controls
    - Global illumination, ambient occlusion
- 3D Composition
    - Cameras, perspective, depth of field
    - 3D compositing
    - 3D scene visual hierarchy
- Material and textures
    - Texture maps
    - Shaders
    - Projection systems
- Rendering 3D space
    - Raytracing
    - Radiosity
    - Caustics
    - HDRI rendering
- Animation principles
    - Camera movements

- - o Object interactions
    - o Anticipation
    - o Vantage point
    - o Motion direction
- Key frames
    - o Property keys
    - o F Curves
    - o Motion Paths
- Tracking
    - o Path tracking
    - o Motion targeting
    - o Object targeting
- Rigging systems
    - o Inverse Kinematics
    - o Forward Kinematics

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1	1.2
Project 2	1.2
Final Project	2
Final exam	0.6

Practical	0.4
Lab exercises	0.6
Total	6

Teaching time is worth 2.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	20%
Project 2	20%
Final Project	30%
Practical	5%
Participation	5%
Lab exercises	10%
Final exam	10%
Total:	**100**

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

- Chandramouli, M. (2021). *3D Modeling & Animation: A Primer*. CRC Press.
- Thilakanathan, D. (2016). *3D Modeling for Beginners: Learn Everything You Need to Know about 3D Modeling!* CreateSpace Independent Publishing Platform.
- Chopine, A. (2012). *3D Art Essentials*. CRC Press.

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

- Mamgain, P. (2018). *Exploring 3D Modeling with CINEMA 4D R19: a Beginner's Guide*. CreateSpace Independent Publishing Platform.
- Beane, A. (2012). *3D Animation Essentials*. Wiley.
- Vaughan, W. (2011). *Digital Modeling*. Pearson Education.

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:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	5
Teaching hours (L+S+E):	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

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 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:

- <u>Lectures</u>
- Seminars and workshops
- Exercises
- Remote learning
- Field work
- <u>Independent work</u>
- 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	**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
Total:	**100**

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

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th ed.). Bedford/St. Martin's.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings. Building college writing skill*s. 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.

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:	New Media Design
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

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 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:

- <u>Lectures</u>
- Seminars and workshops
- Exercises
- Remote learning
- Field work
- <u>Independent work</u>
- 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	**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
Total:	**100**

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

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th ed.). Bedford/St. Martin's.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings. Building college writing skill*s. 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.

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:	NMD
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours:	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 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

Conditions for enrolment in the course:

UWRT100 Critical Reading and Writing

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Produce and revise a research project in written and oral form

CLO3: Criticize peer work

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
Total:	5

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/%

1 Revising with AI	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 (7th ed.).
- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th 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:

- 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

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

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
Total	5

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
Total:	**100**

Required reading:

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).

- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th 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:

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:	NMD
Course status:	Obligatory
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 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

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
Total:	**100**

Required reading:

- Manley, J., Smith, S., McMinn, J., & and Prévost, 8. (2011). *Horizons*. 6th edition.

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

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

RIT | Croatia

General Information

Course title: Beginning German I

Course leader: Nikolina Božinović

Study programme: NMD

Course status: Obligatory

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 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

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.

Additional reading:

- German College Dictionary, Harper-Colllins, 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: New Media Design

Course status: Obligatory

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

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
Total:	**100**

Required reading:

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

- Merlonghi, F., Merlonghi, F., Tursi, J., & O'Connor, B. (2012). *Oggi in Italia: Student activities manual* (9th ed.). Heinle Cengage Learning.

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.

RIT | **Croatia**

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:	New Media Design
Course status:	Obligatory
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 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:

N/A

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

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

RIT | **Croatia**

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:

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

Additional reading:

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

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: Software Development and Problem Solving II

Course leader: Alan Mutka

Study programme: New Media Design

Course status: Obligatory

Year: Second

ECTS points: 6

Teaching hours (L+S+E): 90 (4+0+2)

Course Description

Course objectives:

- Learn to program in a selected, contemporary, high-level programming language (Java).
- Describe and apply problem solving skills, algorithms, and data structures that are appropriate to solve a variety of computing problems of varying degrees of complexity.
- Describe and apply fundamental concepts of software engineering including understanding needs, software design, solution testing, and incremental development.

Conditions for enrolment in the course:

ISTE-120 or GCIS-123 or equivalent course

Expected learning outcomes of the course:

A student will be able to:

CLO1: Design a class following the object-oriented programming principles

CLO2: Design and implement algorithms that utilize data structures to solve specific computational problems

CLO3: Develop multi-threaded applications by applying concurrent programming concepts, including threads, synchronization, and inter-thread communication

Course content:

- Algorithmic thinking, computational problem solving
- Software design (UML), design principles and design patterns
- Classes, objects, constructors, fields, methods
- Inheritance, interfaces, generics, abstract classes, lambdas
- Multi-dimensional arrays, lists, queues, binary trees, maps, sets, graphs
- Concurrent Programming
- Thread Cooperation
- Networking
- Test Driven Development (TDD), unit & automated testing, command line usage, team work

Teaching delivery methods:

- Lectures
- Independent work
- Laboratory
- Mentoring
- Peer review
- Project work

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Quizzes	0.3
Class Activities	0.6
Problem Solving	0.6
Mini-Practica	0.48
Assignments	1.02

Practica	1.8
Final Exam	1.2

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:

Component	Points/%
Quizzes	5
Class Activities	10
Problem Solving	10
Mini-Practica	8
Assignments	17
Practica	30
Final Exam	20
Total:	**100**

Required reading:

- Bloch, J. (2018). Effective Java. Boston, MA: Addison-Wesley. ISBN: 978-0-13-468599-1

Additional reading:

- Hunt, A., Thomas, D. (2000). The Pragmatic programmer : from journeyman to master. Boston [etc.]: Addison-Wesley. ISBN: 020161622X 9780201616224

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:	NMD Interactive II
Course leader:	Petar Branislav Jelušić
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Demonstrate the foundational concepts of user experience design, interaction design and development as applied to well-planned and visually appropriate interactive solutions across multiple platforms.
- Apply previous education in asset creation, design elements and programming to communication problem solving.
- Develop and understand the process, scope and development of interactive projects through studying key factors such as project planning, informational organisation, ease of use, visual consistency and understandable navigation.

Conditions for enrolment in the course:

- NMDE-103 Interactive I **or** ISTE-140 Web and Mobile I
- NMDE-201 Elements II
- NMDE-112 Digital Survey II

Expected learning outcomes of the course:

A student will be able to:

CLO1: Articulate the different roles and resources required during the project process of interactive applications.

CLO2: Evaluate the usage, application and effectiveness of the interactive visual design solutions

CLO3: Compile a Design Document that describes creative components needed for projects

CLO4: Critically assess the ease of use of interactive solutions.

CLO5: Implement and publish a simple interactive project

Course content:

This course extends previous interactive design and development experience and skills to emphasise interactive design principles and development. The emphasis in this course will be on the creative process of planning and implementing an interactive project across multiple platforms. Students will concentrate on information architecture, interactive design, conceptual creation, digital assets, visual design, and programming for interactions.

- Introduction - Communication, Aesthetics, Iteration
- Concept Planning, Users, Stories
- User Flows & Information Diagrams
- Wireframing
- User Interface Applied - Gestalt
- User Interface Applied - Elements
- User Interface Applied - Trends
- User Interaction Patterns

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4,66

Assignments	1,33
Total	6

Teaching time is worth 2.5 ECTS points, and it has been incorporated in time for assignments.

Assessment and evaluation of student work during classes and the final exam

Components of evaluation:

Component	Points/%
Project 1	30%
Project 2	40%
Assignments	20%
Participation	10%
Total:	**100**

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

- Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). *About Face: The Essentials of Interaction Design*. Wiley.
- Greever, T. (2020). Articulating Design Decisions: Communicate with Stakeholders, Keep Your Sanity, and Deliver the Best User Experience (2nd ed.). O'Reilly Media.

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

- Saffer, D. (2013). *Microinteractions: Designing with Details*. O'Reilly.
- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Rockport Publishers.

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:	NMD Animation
Course leader:	Tomislav Krajcer
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Understand the creative and technical process used in animation production
- Develop skills and techniques to complete 2D animation projects.
- Ability to implement the core principles of animation and principles of design to complete an animation project

Conditions for enrolment in the course:

4D Design

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create content for digital animation sequences.

CLO2: Evaluate the usage effectiveness and aesthetic qualities of animations.

CLO3: Develop and present storyboards for an animated storytelling.

CLO4: Write scripts for short, animated videos of various genres.

CLO5: Create animated short stories combining sound, text, and 3D assets

Course content:

This course based on active learning through projects provides training and practical experience in producing two- and three-dimensional animated sequences using off the shelf multimedia software.

Students produce a number of exercises and projects incorporating original computer and non-digital artwork. Topics include key frame and tweening, cycling, acceleration, squash and stretch, backgrounds, inking, rotoscoping, sound, masking, etc. Screenings of professionally made films will illustrate and provide historical perspective.

Covered topics:

- Introduction to the fundamentals of animation
- Software basics
- Basic animation
- Rendering
- Layer control
- Creating and animating vector-based shapes
- Animating text
- Working with sound
- Parenting and nesting
- Expressions and timing
- 3D Space
- Tracking and Keying
- Puppeting
- Rotoscoping

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Lab exercises	2
Total	6

Teaching time is worth 2.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	20%
Project 2	20%
Project 3	20%
Lab exercises	30%
Participation	10%
Total:	100%

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

- Winder, C., Dowlatabadi, Z., & Miller-Zarneke, T. (2019). *Producing Animation 3e*. CRC Press.
- Williams, R. (2012). *The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators*. Farrar, Straus and Giroux.

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

- Thomas, F., & Johnston, O. (1995). *The Illusion of Life: Disney Animation*. Disney Editions.
- Chopine, A. (2012). *3D Art Essentials*. CRC Press.
- Beane, A. (2012). *3D Animation Essentials*. Wiley.

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: History of Western Art - Ancient to Medieval

Course leader: Anita Ruso

Study programme: New Media Design

Course status: Obligatory

Year: Second

Number of ECTS credits: 5

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

Course Description

Course objectives:

- Understand the form, function and meaning of art and architecture in their historical contexts.
- Understand how objects and images were used in earlier periods, which will add to the student's understanding of how objects and images are used today.
- Understand western European and North American history, culture and societies.
- Understand how art and architecture were used to project and enforce ideology.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Articulate how and why ancient and medieval objects and images were produced.

LO2: Determine why ancient and medieval objects and images look the way they do.

LO3: Summarize how ancient and medieval objects and images functioned and what they meant in their historical and social contexts.

LO4: Elaborate on western European and North American cultures and societies from the ancient and medieval periods.

Course content:

The subject of this course is the history of western art and architecture from Prehistory through the Middle Ages. We will examine the form, style, function, and meaning of important objects and monuments of the past, and consider these in their social, historical and cultural contexts.

A chronological study will allow us to recognize when, where and by whom a given object was produced. Once these decisive factors are established, we may try to determine why the object was made, what it meant in its time, place and culture, and whose ideology it served. Since we are dealing with visual information, the primary goals of this class are to learn how to look, and how to describe and analyze what we see.

At the end of the term, students will have gained a foundational knowledge of the object, scope and methods of art history. The knowledge obtained in this introductory course will also guide students in their own creative endeavors.

Topics include:

- Introduction: art and ideology
- Prehistoric art and architecture
- Ancient art and architecture
- Medieval art and architecture
- Cultural and historical perspectives on art and architecture.

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exam	2.2
Homework	1.8

Essay	1
Total	**5**

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/%
Participation	10%
Essay	20%
Exam	40%
Homework	30%
Total:	**100**

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

- Brown, K. (2020). The Routledge Companion to Digital Humanities and Art History. Taylor & Francis.
- KLEINER, F.S. (2016), *Gardner's Art Through the Ages: A Global History*, Cengage Learning,

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

- Arnold, D. (2020). *Art History: a Very Short Introduction*. Oxford University Press.
- E.H. Gombrich (1995), *The Story of Art,* Phaidon

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:	NMD
Course status:	Obligatory
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 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

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.

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:

- Manley, J., Smith, S., McMinn, J., & and Prévost, 8. (2011). *Horizons*. 6th edition.

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

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:	NMD
Course status:	Obligatory
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 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

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
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.

Additional reading:

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

RIT | Croatia

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:	New Media Design
Course status:	Obligatory
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 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

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

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:

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

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

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

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

General Information

Course title:	Beginning Spanish II
Course leader:	Barbara Perić
Study programme:	New Media Design
Course status:	Obligatory
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 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

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 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
Total:	**100**

Required reading:

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

Additional reading:

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

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:	Cooperative Education I
Course leader:	Sara Stanić
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	6
Teaching hours (L+S+E):	200

Course Description

Course objectives:

A key objective of this course is to provide students with an opportunity to apply competencies acquired during studies (knowledge, skills, independency, and responsibility) in a real environment of the co-op organization.

Conditions for enrolment in the course:

Completed 4 semesters of academic coursework (114 ECTS credits)

Expected learning outcomes of the course:

A student will be able to:

LO1: Apply course acquired knowledge and skills in co-op tasks.

LO2: Complete co-op tasks reliably and accurately.

LO3: Adapt to the business culture of the co-op organization.

LO4: Accept and implement feedback from the co-op mentor/supervisor.

LO5: Analyze the activities, work processes and the market environment of the co-op organization.

Course content:

Course content and content of the exact tasks will depend on the co-op employer where student is completing the coop assignment. All assigned co-op assignments and duties have to be closely related to the field of study.

Teaching delivery methods:

- Seminars and workshops
- Field work
- Independent work
- Multimedia and network
- Mentoring
- Other

Comments:

Course delivery mode, will depend on the co-op organization and will be alligned with Cooperative Education bylaw.

Student obligations:

- Student obligations are aligned with RIT Croatia study and cooperative education bylaws.

- Students have to use MyCourses system and regularly follow course announcements provided by the course instructors. Students have the responsibility of completing all co-op tasks, respecting general rules, laws and ethical principles of the co-op organization. It is expected that students will apply acquired knowledge and competencies in completing individual and team assignments.

- During the co-op period, students are expected to submit all required work reports as well as the "Student cooperative education evaluation form" in the last week of co-op assignment or immediately upon course completion. Co-op evaluation forms (student cooperative education evaluation form and employer cooperative education evaluation form) have to be verified with a proper stamp and signature.

Monitoring student work:

Activity	ECTS
Practical work	5.5
Coop reports	0.5
Total	6

Assessment and evaluation of student work during classes and the final exam

- Learning outcomes are evaluated on behalf of the co-op mentor through the "Employer evaluation report". Within the range of completing work assignments, mentor evaluates following:

- quality of work assignments (accuracy, thoroughness, volume and promptness), adaptability, ability to learn (comprehension and retaining new skills and concepts), reliability, dependability, punctuality, accepting instructions and feedback, and other related specific skills;

- After all formal criteria has been verified and final cooperative education reports evaluated, the course instructor confirms successful co-op completion by entering satisfactory grade (S=Satisfactory) in the SIS system. In case that cooperative education requirements have not been met and the course is not successfully completed, course instructor grades the co-op course with failing grade (F=Fail) in the SIS- system. In this case, student has to retake the co-op course again during the studies, but before the last academic semester.

- Student evaluates own co-op learning outcomes through the "Student evaluation report" (described under student obligations).

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

- Cooperative education and Study Bylaws;
- Cooperative education and student handbook;
- Coop forms (registration, student evaluation and employer evaluation)

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

- Business documentation and other professional literature as required by coop employer;
- Attending professional seminars if they are planned as part of coop class (or as a preparation for coop class), as well as attending all workshops and seminars organized by coop employer

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

- Contact with mentors during the coop assignment period and assessment of student contribution and progress;
- Contact with students during the coop assignment period;
- Analyzing coop reports during the coop assignment period and assessment of the learning outcomes;
- Analyzing coop evaluation forms at the end of the coop assignment and assessment of the learning outcomes for coop grading and possible improvements and changes in the course delivery methods.