

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

**PROGRAM TITLE:** WEB AND MOBILE COMPUTING – ZAGREB

**TYPE OF PROGRAM:** Undergraduate professional program

**LOCATION:** Zagreb

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

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

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

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

**LANGUAGE:** English



	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00	5:30	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30			
WED		Without Seminar UWV-130 (Online) ONLINE OS		Beginning Seminar I ML-37-32 (Practicum) ONLINE OS										Beginning Seminar I ML-37-32 (Practicum) ONLINE OS														See Exam Priority 915-311 (Exam) ONLINE OS			
		1 hour in Philosophy - 2146 PHL-401 (Exam) ONLINE OS	1 hour in Philosophy - 2156 PHL-401 (Exam) ONLINE OS																												
		Beginning Seminar I ML-37-32 (Practicum) ONLINE OS																													
		Current Pract Solving I GOS-12 (Practicum) Lab 3																													
		1 hour in Digital Photography-1763-0196 PHAR-101 (Exam) ONLINE OS																													
		Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	
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		Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3	Room 3
		Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4	Room 4
		Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5	Room 5
		Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6
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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
GCIS - 123	Software Development and Problem Solving I	4	2	4	6	Alan Mutka
ISTE - 140	Web & Mobile I	3	0	3	6	Branko Mihaljević
NMDE - 111	New Media Design Digital Survey I	2	3	3	6	Ante Poljičak
MATH - 131	Discrete Mathematics	4	0	4	5	Kristijan Tabak
PHIL-101	Introduction to Philosophy	3	0	3	5	Luka Boršić, Vanda Bazdan

SPRING 1						
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
ISTE - 240	Web & Mobile II	3	0	3	6	Tomas Martinčić
ISTE - 230	Introduction to Database and Data Modeling	3	0	3	6	Aleksander Radovan
MATH - 161	Applied Calculus	2	2	4	5	Kristina Šorić
UWRT - 100	Critical Reading & Writing	3	0	3	5	J. Patekar, R.Charry, Z.Friganović Sain,E.Miščin
GCIS - 123	Software Development and Problem Solving I	4	2	4	6	Ivan Kolanović

\*Years 1 – 2: Classes as per the WMC ZG Program Outline – Academic Year 2023/2024

## YEAR 2

FALL 2						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
ISTE - 222	Applied Data Structures and Algorithms	3	0	3	6	Branko Mihaljević
ISTE - 260	Designing the User Experience	3	0	3	5	Aleksander Radovan
NSSA - 290	Networking Essentials for Developers	3	0	3	5	Toni Njirić
UWRT - 150	FYW: Writing Seminar	3	0	3	5	J. Patekar, R.Charry, Z.Friganović Sain,E.Mišćin
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						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
ISTE-252	Foundations of Mobile Design	3	0	3	5	Aleksandar Radovan/Domagoj Tolić
ISTE-330	Database Connectivity and Access	3	0	3	6	Branko Mihaljević
ISTE-340	Client Programming	3	0	3	6	Kristina Marasović
SWEN-383	Software Design Principles and Patterns	3	0	3	6	Kristina Marasović
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	400	0	12	Sara Stanić

FALL 3						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
ISTE - 341	Server Programming	3	0	3	6	Kristina Marasović
ISTE - 422	Application Development Practices	3	0	3	6	Kristina Marasović
PSYC - 101	Introduction to Psychology	3	0	3	5	Ana Havelka Meštrović
ENGL - 210	Literature and Cultural Studies	3	0	3	5	Ana Gudelj Evelina Miščin
MLSP - 301	Intermediate Spanish I	2	1	3	4	Barbara Perić
MLIT - 301	Intermediate Italian I	2	1	3	4	Ana Gudelj
MLGR - 301	Intermediate German I	2	1	3	4	Nikolina Božinović
MLRU - 301	Intermediate Russian I	2	1	3	4	Ana Peković
MLFR - 301	Intermediate French I	2	1	3	4	Tea Kovačević
ISTE-358	Foundations of Wearable & Ubiquitous Computing (Free Elective)	3	0	3	6	Tomas Martinčić

SPRING 3						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
ISTE - 442	Concentration Web 1: Secure Web Application Development	3	0	3	6	Martin Žagar
ISTE - 444	Concentration Web 2: Web Server Development and Administration	3	0	3	6	Toni Njirić
ENVS - 150	Ecology of the Dalmatian Coast	2	2	4	5	Staša Puškarić
PHYL-449	Topics in Philosophy	3	0	3	6	Vanda Bazdan
PHYC-225	Social Psychology	3	0	3	5	Ana Havelka Meštrović
MLSP - 302	Intermediate Spanish II	2	1	3	4	Barbara Perić
MLIT - 302	Intermediate Italian II	2	1	3	4	Ana Gudelj
MLGR - 302	Intermediate German II	2	1	3	4	Nikolina Božinović
MLFR - 302	Intermediate French II	2	1	3	4	Tea Kovačević
	WMC Co-op 2	0	400	0	12	Sara Stanić
	Intro to Psychology (new intake)	3	0	3	5	Ana Havelka Meštrović

\*Years 3 – 4: Classes as per the WMC ZG Program Outline – Academic Year 2023/2024, and updated PLOs and CLOs

## YEAR 4

FALL 4						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
ISTE - 454	Concentration Mobile 1: Mobile Application Development I	3	0	3	6	Matija Ožetski
ISTE - 500	Senior Development Project I	3	0	3	6	Martin Žagar
ENVS - 151	Scientific Inquiries in Environmental Science	2	2	4	6	Staša Puškarić
PSYC-223	Cognitive Psychology	3	0	3	6	Ana Havelka Meštrović
Choose one of the following:						
ANTH-328	Heritage and Tourism	3	0	3	6	Francis Brassard
ANTH-350	Global Economy and Grassroots	3	0	3	6	Vanda Bazdan

SPRING 4						
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
ISTE - 456	Concentration Mobile 2: Mobile Application Development II	3	0	3	6	Matija Ožetski
ISTE - 501	Senior Development Project II	3	0	3	6	Martin Žagar
PHYL-449	Topics in Philosophy	3	0	3	6	Vanda Bazdan
PHYC-221	Psychological Disorders	3	0	3	6	Ana Havelka Meštrović
PHIL – 311	East Asian Philosophy	3	0	3	6	Francis Brassard
ISTE-432	Database Application Development	3	0	3	6	Branko Mihaljević
ISTE-470	Data Mining and Exploration	3	0	3	6	Alan Mutka
SOCI-230	Sociology of Work	3	0	3	6	Vanda Bazdan

\*\* 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:	Software Development and Problem Solving I
Course leader:	Alan Mutka
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	90 (4+0+2)

## Course Description

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### 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.

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** 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

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**Teaching delivery methods:**

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

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**Student obligations:**

- Attending classes
- Submitting assignments
- Participate in discussions

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**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
<b>Total</b>	<b>6</b>

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

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### Assessment and evaluation of student work

#### Components of evaluation:

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

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#### Required reading:

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

- Hunt, A., Thomas, D. (2000). The Pragmatic programmer : from journeyman to master. Boston [etc.]: Addison-Wesley. ISBN: 020161622X 9780201616224
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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

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

## General Information

Course title:	ISTE-140 Web and Mobile I
Course leader:	dr. sc. Branko Mihaljević, prof.
Study programme:	Web and Mobile Computing (WMC) Program
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This course provides a basic introduction to Internet technologies and web development. Topics include HTML and CSS, digital images, web page design and web site publishing. Emphasis is placed on fundamentals, concepts and standards. Additional topics include the user experience, mobile design issues, and copyright/intellectual property considerations.

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### Course objectives:

- Gain knowledge of key individuals and events in the history of the Internet and the World Wide Web
- Understand and apply different Internet search techniques for research
- Understand Internet protocols and tools, including usage of SSH and SFTP
- Utilize Unix file and directory management tasks
- Understand digital graphics content types, including file formats, resolution, color models, and compression
- Utilize imaging software to create graphic elements and composite images
- Develop web pages with HTML and CSS
- Identify and implement basic graphic design principles including contrast, alignment, proximity, repetition, and effective use of color and type
- Address cross-browser issues

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### Conditions for enrolment in the course:

None/prerequisite

## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create valid web pages using standard markup languages and style sheets

**CLO2:** Apply appropriate design principles to a web site structure and functionality

**CLO3:** Create graphics optimized for web sites

**CLO4:** Work remotely on the web server using the Unix/Linux-based operating environment

**CLO5:** Build responsive web page design and layout using contemporary design techniques

**CLO6:** Develop a multi-page web site with embedded graphics and multimedia on a web server

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## Course content:

Course topics include:

- History of Web
  - HTML (HyperText Markup Language) and CSS (Cascading Style Sheet Language)
  - Web Page Validation
  - Secure File Transfer Protocol (SFTP)
  - Basics of Linux/UNIX Operating Systems
  - Secure Shell Protocol (SSH)
  - Digital Images for Web - Creation and Manipulation
  - Internet Searches
  - Responsive Web Design
  - Copyright and Intellectual Property
  - Plagiarism
  - Web Design Basics
  - User Experience and Usability on the Web
  - CSS3 Features and Grid
  - Introduction to JavaScript Language
  - Introduction to PHP Language
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## Teaching delivery methods:

- Lectures
- Exercises
- Independent work

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**Student obligations:**

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

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**Monitoring student work:**

Activity	ECTS
Homework assignments	0.6
Quizzes	0.6
Project 1	0.6
Project 2	0.9
Project 3	0.9
Midterm Exam Theory	0.6
Midterm Exam Practical	0.6
Final Exam Theory	0.6
Final Exam Practical	0.6
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments, projects and preparing for the exams.

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

Component	Points/%
Homework assignments	10
Quizzes	10
Project 1	10
Project 2	15
Project 3	15
Midterm Exam Theory	10
Midterm Exam Practical	10

Final Exam Theory	10
Final Exam Practical	10
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Robbins, J. (2018). Learning Web Design: A beginner's guide to HTML, CSS, JavaScript, and Web Graphics (Fifth ed.). O'Reilly. – available as eBook in RIT Library

or

- Felke-Morris, T. (2021). Basics of web design: HTML5 & CSS (Sixth ed.). Pearson.

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**Additional reading:**

- Kyrnin, J., & Meloni, J. C. (2019). Sams: Teach Yourself HTML, CSS, and JavaScript all in One (Third ed.). Pearson. – optional and available as eBook in RIT Library
- Frain, B. (2020). Responsive Web Design with HTML5 and CSS: Develop future-proof responsive websites using the latest HTML5 and CSS techniques, 3rd edition. Packt Publishing, Limited. – optional and available as eBook in RIT Library
- Hong, P. (2018). Practical Web Design: Learn the fundamentals of web design with HTML5, CSS3, bootstrap, jQuery, and vue.js. Packt. – optional and available as eBook in RIT Library
- Grant, K. (2018). CSS in Depth (1st ed.). Manning Publications. – optional and available as eBook in RIT Library

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

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

## General Information

Course title:	NMD Digital Survey I
Course leader:	Ante Poljičak
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

## Course Description

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### 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.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Apply 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 design problems that include ideation, visualization, and sketching
- CLO4:** Demonstrate presentation skills and craftsmanship
- CLO5:** Combine creative tools, media, and process to solve a visual communication problem
- CLO6:** Apply historical and contemporary references in concept generation
- CLO7:** Critique their designs and the designs of others
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### 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
  - Using layers to enhance and combine images

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

- Lectures
  - Exercises
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### Comments:

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### Student obligations:

- Attending classes
  - Submitting assignments and projects
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### 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

Total

6

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

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### 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.

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### 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.

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

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

## General Information

Course title:	Discrete Mathematics, COS-MATH-131
Course leader:	Kristijan Tabak
Study programme:	WMC
Course status:	Obligatory
Year:	First
ECTS points:	05
Teaching hours (L+S+E):	05 (5+0+0)

## Course Description

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### Course objectives:

- Gain knowledge of the mathematical concepts needed for understanding and analyzing programming.
- Discuss applications of mathematics to computer science and computer information systems.
- Use results of the theorems in Information Technology

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** create truth tables for complex logical expressions,
- CLO2:** evaluate complexity of a graph,
- CLO3:** analyze complex combinatorial enumeration problems,
- CLO4:** construct solutions of congruences over rings of numbers.

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### Course content:

- Number Systems
- Sets
- Logic

- Functions
- Counting
- Graph Theory
- Arrays
- Regular Sets

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### Teaching delivery methods:

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

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### Student obligations:

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

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### Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

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

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**Required reading:**

- Molluzzo and Buckley, A First Course in Discrete Mathematics, Waveland Press, Long Grove, IL.
- Siegel, Schaum's Outline of Discrete Mathematics, McGraw-Hill, Columbus, OH.
- Wallis, W.D., A Beginner's Guide to Discrete Mathematics, Birkhauser, New York, NY

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**Additional reading:**

- None

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

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

## General Information

Course title:	Introduction to Philosophy
Course leader:	Vanda Bazdan
Study programme:	WMC/ 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.

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### Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To help the student become aware of some of the philosophical assumptions he ordinarily makes.
- To encourage the student to examine those assumptions critically 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.



### Conditions for enrolment in the course:

None.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Interpret philosophical texts.

**CLO2:** Evaluate arguments and ideas in different circumstances.

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

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### 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

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**Monitoring student work:**

Activity	ECTS
Discussions	2
Exams	2
Paper	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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

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

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**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.

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**Additional reading:**

- Additional excerpts from classics in philosophy, as well as more recent scholarly and popular articles, available on myCourses.

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

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

## General Information

Course title:	Software Development and Problem Solving II
Course leader:	Alan Mutka
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	90 (4+0+2)

## Course Description

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### 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.

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### Conditions for enrolment in the course:

ISTE-120 or GCIS-123 or equivalent course

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Web & Mobile II
Course leader:	Tomas Martinčić
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

The objective of this course is to provide students with the following knowledge and skills:

- Create valid web pages using HTML5 and CSS3
- Use client side programming such as JavaScript and the DOM
- Implement server-side programming using PHP
- Identification and execution of basic principles of graphic design: contrast, alignment, proximity, repetition, effective use of colors and types of letters
- website performance for use on different browsers with different screen sizes of different resolutions across different devices
- Integrate front-end, back-end and database to develop dynamic and interactive web pages.

### Conditions for enrolment in the course:

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- Computational Problem Solving in the Information Domain I
- Web & Mobile I or NMD Interactive I

### Expected learning outcomes of the course:

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A student will be able to:

- LO1:** Create dynamic and interactive web pages using client side programming such as JavaScript and the document object model
- LO2:** Use server side programming and databases to improve site performance, modularization, and separation of logic from data.

- LO3:** Use the HTTP protocol to properly submit, validate and process user input data
- LO4:** Create medium scale web sites combining information design, graphics, and markup languages.
- LO5:** Plan, design and document a web site as part of a team.
- LO6:** Integrate front-end, back-end and database in a medium scale full-stack development project.

---

### Course content:

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

- Intermediate Design
- User Experience and Usability
- Information Architecture
- Navigation
- Sites vs. Pages
- Introduction to N-Tiered Systems
- Introduction to Web Client Programming
- Basic Document Object Model (DOM) manipulation
- Programmed manipulation of styles
- HTTP
- GET/POST generation
- Forms and validation
- Introduction to Web Server Programming
- Modularization
- Basic database access and use
- Consuming and producing data

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### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia and network

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## Comments:

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## Student obligations:

Regular class attendance, mandatory lectures review, independent preparation of solutions of exercises, independent development of the project, group work on group project, final exam

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## Monitoring student work:

Activity	ECTS
Group project	2
Individual project	2
Lab exercises	1
Final exam	1
<b>Total</b>	<b>6</b>

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/%
Individual project	30 %
Group project	30 %
Lab exercises	20 %
Final exam	20 %
<b>Total:</b>	<b>100</b>

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## Required 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.
- Nixon, R. (2021). Learning PHP, MySQL & JavaScript. O'Reilly Media.



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

- Beard, J., George, J., & Walker, A. (2020). *The Principles of Beautiful Web Design*. SitePoint Pty, Limited.
- Robbins, J. (2018). *Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics*. O'Reilly Media.
- Felke-Morris, T. (2018). *Web Development and Design Foundations with HTML5*. Pearson.
- Dean, J. (2018). *Web Programming with HTML5, CSS, and JavaScript*. Jones & Bartlett Learning.
- Web Development Tutorials available at W3Schools
- Additional materials will be available through the MyCourses student system and through the RIT Library available for all students

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

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

## General Information

Course title:	Introduction to Database and Data Modeling, ISTE-230
Course leader:	Aleksander Radovan
Study programme:	WMC
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	60 (2+0+2)

## Course Description

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### Course objectives:

- Provide students with the foundation skill set required to organize and to structure data for subsequent computer processing
- The skill set includes the ability to interpret Entity-Relationship data models, to translate an Entity-Relationship data model into a theoretical data model, to apply normalization theory
- Read and interpret an Entity-Relationship (E-R) model diagram and map the E-R model into a relational model.
- Apply the techniques of normalization to a relational model.
- Implement a relational model and manipulate the data and structure using SQL.
- Apply relational algebra operations to manipulate data stored in relational form.

---

### Conditions for enrolment in the course:

None, intended for 2nd year WMC students

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Design a new data model based on entities in an information system

**CLO2:** Create relationships between database tables (1:1, 1:N, M:N)

**CLO3:** Examine the data model with first, second, third or Boyce-Codd normal form

**CLO4:** Develop a SQL query that fetches, saves, updates or delete rows from a database

**CLO5:** Formulate SQL query in a way to use transactions

---

**Course content:**

- *Conceptual Foundation of Data Organization*
  - Logical data modeling
  - Physical data modeling
- *Conceptual Foundation of the Relational Model*
  - Keys and referential integrity
  - Functional dependencies and normalization
- *Data Modeling Techniques*
  - The motivation for data modeling
  - Basic Entity-Relationship Diagram (ERD) elements and components
  - Basic relationships
  - Reading and interpreting an ERD
- *Relational Mapping and Normalization*
  - Rules for implementing relationships from an ERD within a relational model
  - Constructing a relational model from an ERD
  - Evaluating a relational model by applying normalization theory
- *Relational Algebra and SQL*
  - SQL Data Definition Language (DDL) statements
  - Introduction to database management systems
  - Using SQL DDL statements to create a physical model
  - SQL Data Manipulation Language (DML) statements
  - Using SQL DML statements to query a physical model
  - Relational algebra operations using SQL
- *Advanced Topics (if time allows)*
  - Backups and recovery
  - Transaction concepts
  - Complex queries
  - Information assurance

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**Teaching delivery methods:**

- Lectures
- Guest Lectures
- Demonstration of practical assignments

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity	ECTS
Homeworks	2.4
Midterm Exam	1.8
Final Exam	1.8
<b>Total</b>	<b>6</b>

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

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

Component	Points/%
Homeworks	40
Midterm Exam	30
Final Exam	30
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Kroenke, David M. and Auer, David J., *Database Concepts* (7<sup>th</sup> Edition) Pearson Prentice-Hall, Upper Saddle River, NJ, 2014. ISBN-13: 978-0133544626

Additional reading:

- Fehily, Chris, *SQL Visual QuickStart Guide* (3<sup>rd</sup> Edition), Peachpit Press, Berkeley CA, 2008.  
ISBN-13: 978-0321553577
- 

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

- Observation of lectures
- Assessment of the achievement of learning outcomes through homeworks and exams

## General Information

Course title:	Applied Calculus
Course leader:	Kristina Soric
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	60 (2+0+2)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

None

## Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

### (1) DERIVATIVES

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

### (2) APPLICATIONS OF THE DERIVATIVE

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

### (3) INTEGRATION

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

### (4) APPLICATIONS OF THE INTEGRAL

- (a) Area between curves
- (b) Applications of the definite integral to business and economics

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

### Teaching delivery methods:

- Lectures
  - Exercises
  - Remote learning
  - Independent work
- 

### Student obligations:

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

### Monitoring student work:

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

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



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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

### Course content:

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

---

### 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.

---

## Assessment and evaluation of student work

Components of evaluation:

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

### Required reading:

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

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### Additional reading

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

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

## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

### Course content:

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

### Teaching delivery methods:

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

### Student obligations:

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

### Monitoring student work:

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

Teaching time has been incorporated in time for assignments.



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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

---

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

- Student survey

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

---

### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

### Course content:

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

### Teaching delivery methods:

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

### Student obligations:

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

### Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

---

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

### Course content:

- 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	<b>20</b>
Critical Analysis 1	10
Critical Analysis 2	10
Critical Analysis 3	10
Peer Review 1	5
Persuasive Essay Draft	15
Persuasive Essay Peer Review	5
Persuasive Essay Final	15
<b>Total:</b>	<b>100</b>

### Required reading:

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

### Additional reading:

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

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

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

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

# **YEAR 2 – COURSE DESCRIPTIONS**

## General Information

Course title:	Networking Essentials for Developers
Course leader:	Toni Njirić
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

#### Network Communications

- TCP/IP and OSI models
  - Why do we have them?
  - What are they used for?
  - What are the security implications?
- Physical and Data link communications
  - How do I get data from point A to point B?
  - How do I know it is from this device?
  - How do I send it to everyone or a specific person?
- Network and Transport Layers
  - What is an IP address?

- What is DHCP and DNS? Why do we use it? How does it impact my coding?
- How do we use it?
- What is private versus public IP addresses?
- What about firewalls and communications?
- What are port numbers and sockets? How do I create code that allows for communication that is secure or direct?
- Communications
  - How do I know how the data is being processed or communicating?
  - What affect does routing over multiple network topologies have on communications?
  - How does on demand (client) versus server (passive listening) work when sending and receiving data?

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## Conditions for enrolment in the course:

ISTE-121

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## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze packets and identify differences and their impact on routing and switching

**CLO2:** Explain the functions of the transport layer (ports, sockets)

**CLO3:** Analyze the differences between client (demand) and server (passive listening) uses of the transport layer

**CLO4:** Describe the purpose and operation of name resolution

**CLO5:** Describe authentication methods and differentiate authentication from authorization

**CLO6:** Analyze vulnerabilities in the TCP/IP protocol suite and countermeasures to these vulnerabilities

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## Course content:

- Communications Models (OSI and TCP/IP)
- The physical and data link layers: point to point communication (MAC addressing)
- The network layer: end to end communication (IP addressing)
- The transport layer: process to process communication (port numbers)
- The programmer's view of the transport layer (sockets)
- Name resolution in the internet
- Authentication mechanism overview plus authentication vs. authorization
- Security vulnerabilities in the TCP/IP stack

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## Teaching delivery methods:

- Lectures

- Exercises
- Independent work
- Mentoring
- Critiques

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**Student obligations:**

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

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**Monitoring student work:**

Activity	ECTS
Midterm Exam	1.25
Final Exam	1.25
Quizzes	1
Homework #1	0.75
Homework #2	0.75
<b>Total</b>	<b>5</b>

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

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

Component	Points/%
Midterm Exam	25
Final Exam	25
Quizzes	20
Homework #1	15
Homework #2	15
<b>Total:</b>	<b>100</b>

Required reading:

- Beasley J, Nilkaew P, Safari, an O'Reilly Media Company. Networking Essentials, Third Edition. 1st ed. Pearson IT Certification; 2012
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Additional reading:

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

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

## General Information

Course title:	ISTE-222 Applied Data Structures and Algorithms
Course leader:	dr. sc. Branko Mihaljević, prof.
Study programme:	Web and Mobile Computing (WMC) Program
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

The third course in the programming sequence is expanding the student's knowledge base of higher-level programming concepts, including data storage and memory management, abstract data types, linear and non-linear data structures, algorithm analysis (Big-O notation) and development, application performance, and a greater understanding of how complex software can more easily be designed.

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### Course objectives:

- Advance the student's understanding of the use of data structures in designing a system and other programming related concepts, including algorithm development, proper application of data structures, software performance, and a greater understanding of advanced programming algorithms, fundamental for developing more efficient software in less time.
- Understand and be able to use different data structures and analyze the complexities of applied algorithms
- Identify different forms of data records in the computer and know how to use them depending on the purpose and need
- Assess aspects and ways of memory management and ways of storing different data structures
- Analyze programming algorithms in computer programs in the context of their execution time and efficiency and evaluating their complexity (Big-O)
- Distinguish, compare, and apply different more advanced data structures in problem solving
- Develop different algorithms over data structures with emphasis on sorting and searching



### Conditions for enrolment in the course:

ISTE-121 or GCIS-124 or equivalent course

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Compare different formats of digital data in the computer depending on their need and purpose
  - CLO2:** Assess various memory management methods and techniques of storing different data structures
  - CLO3:** Analyze programming algorithms in the context of their execution time and efficiency by evaluating their complexity (Big-O)
  - CLO4:** Develop a computational problem solution using linear data structures and associated algorithms
  - CLO5:** Develop a computational problem solution using non-linear (hierarchical) data structures and associated algorithms
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### Course content:

Course topics include:

- Number systems
  - Memory Management (in Java)
  - Java and OOP Review
  - Data Structures and Abstract Data Types
  - Algorithm Analysis and Performance / Efficiency
  - Scaling Applications, Timing for Analysis, and Big-O
  - Linear Data Structures, including Arrays, Linked Lists (Singly, Doubly, Circularly), Array Lists, Dynamic Array, Positional Lists, Stack, Queues and Deques, and others
  - Non-linear (Hierarchical) Data Structures, including different Trees, Maps and Hash Tables, Search Trees, Priority Queues, Graphs and others
  - Various Sorting and Searching Algorithms
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### Teaching delivery methods:

- Lectures
- Exercises
- Independent work

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**Student obligations:**

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

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**Monitoring student work:**

Activity	ECTS
Exercises	3.6
Midterm Exam Theory	0.6
Midterm Exam Practical	0.6
Final Exam Theory	0.6
Final Exam Practical	0.6
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments, projects and preparing for the exams.

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

Component	Points/%
Exercises	60
Midterm Exam Theory	10
Midterm Exam Practical	10
Final Exam Theory	10
Final Exam Practical	10
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Cutajar, J. (2018). Beginning Java Data Structures and Algorithms. Packt. – available as eBook in RIT Library

or

- Goodrich, M. T., Tamassia, R & Goldwasser M. H. (2014). Data Structures and Algorithms in Java. Wiley. ISBN: 978-1118771334

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### Additional reading:

- Althoff, C. (2021). The Self-taught Computer Scientist: The beginner's guide to data structures and algorithms. John Wiley & Sons. – optional and available as eBook in RIT Library
- Downey, A. B. (2017). Think Data Structures: Algorithms and information retrieval in java (1st ed.). O'Reilly Media. – optional and available as eBook in RIT Library
- Samoylov, N. (2018). Introduction to programming: Learn to program in Java with data structures, algorithms, and logic. Packt. – optional and available as eBook in RIT Library
- Chawdhuri, D. R. (2017). Java 9 data structures and algorithms: A step-by-step guide to data structures and algorithms (1st ed.). Packt. – optional and available as eBook in RIT Library
- Lafore, R. (2017). Data structures and algorithms in Java, 2nd edition. Sams. – optional and available as eBook in RIT Library
- Streib, J. T., Soma, T. (2017). Guide to data structures: A concise introduction using Java. Springer. – optional and available as eBook in RIT Library

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

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

## General Information

Course title:	IST Second Year Designing the User Experience, ISTE-260
Course leader:	Aleksander Radovan
Study programme:	WMC
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (2+0+2)

## Course Description

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### Course objectives:

- Analysis and decomposition of user requirements
- Using Research Methodologies, Scenarios, Personas and universal/global/accessibility/assistive technologies to improve the User Experience of a product
- Designing user interfaces by using appropriate tools
- Using diffusion of Innovations, Product Lifecycle, Cognitive Psychology, Heuristic evaluations, Mobile/Pervasive technologies and Usability Testing to create a product and use best practice to improve it's User Experience

---

### Conditions for enrolment in the course:

None, intended for 2nd year WMC students

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create low fidelity sketches of a user interface design
- CLO2:** Construct wireframes of screens for a mobile, desktop or web application
- CLO3:** Suggest usability testing procedures for testing a design of a product
- CLO4:** Formulate characteristics of personas for using a product

### Course content:

- Requirement Analysis
- Research Methodologies
- Usability Goals
- Personas
- Task Analysis and decomposition
- Universal/Global/accessibility/Assistive Technologies
- GUI design
- Diffusion of Innovations
- Design life cycles
- Cognitive Psychology
- User Profiles
- Heuristic Evaluation
- Mobile/Pervasive
- Usability Testing

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### Teaching delivery methods:

- Lectures
- Guest Lectures
- Demonstration of practical assignments

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### Student obligations:

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

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### Monitoring student work:

Activity	ECTS
Individual Project	2
Final Presentation	0.5
Assignments	2
Video	0.5
<b>Total</b>	<b>5</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Individual project	40
Final Presentation	10
Assignments	40
Video assignment	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Norman, Donald. *The Design of Everyday Things*. NY: Currency and Doubleday, 2002. ISBN 0-385-26774-6

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### Additional reading:

- Saul Greenbert, Sheelagh Carpendale, Nicolai Marquardt, Bill Buxton. *Sketching the User Experiences: The workbook*. Morgan Kaufmann Publishers, 2011. ISBN 0-123-81959-8
- Jeff Johnson. *Designing with the mind in Mind*. Morgan Kaufmann Publishers, 2ed. 2011. ISBN:0-124-07914-8

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

- Observation of lectures
- Assessment of the achievement of learning outcomes through individual assignments, group assignments and individual project

## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

Passed Critical Reading & Writing

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

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

### Teaching delivery modes:

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

### Student obligations:

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

### Assessment and evaluation of student work

#### Components of evaluation:

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



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

Constructive alignment table:

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## Required reading (at the moment of submitting the Study Programme

### Report):

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

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

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

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

Materials available at RIT online library The Wallace Center.

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

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



## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

Passed Critical Reading & Writing

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

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

### Teaching delivery modes:

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

### Student obligations:

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

### Assessment and evaluation of student work

#### Components of evaluation:

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

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

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

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

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

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

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

Materials available at RIT online library The Wallace Center.

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

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

## General Information

Course title:	WRITING SEMINAR (UWRT 150)
Course leader:	Rebecca Charry Roje
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours:	3+0+0

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

UWRT100 Critical Reading and Writing

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Examine a variety of intellectually challenging non-fiction texts.
- CLO2:** Criticize peer work.
- CLO3:** Produce and revise a research project in written and oral form.

### Course content:

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

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### Teaching delivery methods:

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

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### Student obligations:

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

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### Monitoring student work:

Activity	ECTS
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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.

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## Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
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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:

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

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Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

- Develop proficiency in analytical and rhetorical reading and writing and critical thinking
  - Read and interpret a variety of non-fiction texts
  - Develop academic research and literacy practices
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### Conditions for enrolment in the course:

Critical Reading and Writing

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Connect the ideas of others to one's own ideas

**CLO3:** Criticize peer work

**CLO4:** Produce and revise a research project in written and oral form

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### Course content:

- Conducting research
- Bad science
- Paper structure

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

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### Teaching delivery methods:

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

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### Student obligations:

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

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### Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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



## General Information

Course title:	Beginning Spanish I
Course leader:	Barbara Perić
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

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### Teaching delivery methods:

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

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### Student obligations:

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

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### Monitoring student work:

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



Total 5

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

## Assessment and evaluation of student work

### Components of evaluation:

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

### Required reading:

- Hershberger, R., Navey-Davis, S. & Borrás Álvarez, G. (2016). *Plazas, Lugar de encuentros* (5<sup>th</sup> 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:	Beginning German I
Course leader:	Nikolina Božinović
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- 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

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### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

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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

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#### Required reading:

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

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#### Additional reading:

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

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

- Student survey

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

## General Information

Course title:	Beginning Italian I
Course leader:	Ana Gudelj
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

Final Oral Examination 0.5

Homework 0.5

**Total 5**

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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



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

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

## General Information

Course title:	Beginning French I
Course leader:	Tea Kovačević
Study programme:	<a href="#">WMCIB</a>
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

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	SWEN-383 Software Design Principles and Patterns
Course leader:	Kristina Marasović
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Introducing the students to software engineering principles and patterns, the impact of design, and to have students practice that knowledge by working on a term-long team-based project.
- Cover several broad areas of software engineering: software engineering design principles, software design patterns, implementation challenges, quality software designs and architectures that represent best contemporary practice.
- Explicating the fundamental principles, examining a set of design and architecture patterns that embody the principles, and applying patterns appropriate to a design problem in a given context

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### Conditions for enrolment in the course:

- Prerequisite: ISTE.240 Web and Mobile II or equivalent course.
- Co-requisite: ISTE.340 Client Programming or equivalent course.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Build a group project within the context of software design principles and patterns.

**CLO2:** Implement software design principles & patterns within an iterative development approach.

**CLO3:** Develop a solution to a design problem using UML.

## Course content:

- Intro to Software Design Principles & Patterns
- Single Responsibility Principle (SRP)
- Don't Repeat Yourself Principle (DRY)
- Program to an Interface, not an Implementation (P2I)
- Version Control.
- Unified Modelling Language (UML): Class Diagram and Sequence Diagram
- Observer Pattern
- Factory Pattern
- Adapter Pattern
- MVC Pattern
- Composite Pattern
- Mediator Pattern
- Facade Pattern
- Proxy Pattern

---

## Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Project 1	1.8
Project 2	1.8
Midterm Exam	1.2
Final Exam	1.20
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Project 1	30
Project 2	30
Midterm Exam	20
Final Exam	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

- No textbook is required. All assignments, lecture notes, and other distributable course materials are available via MyCourses.
- 

### Additional reading:

- Freeman, E., Robson, E., & Safari, an O'Reilly Media Company. (2020). *Head first design patterns* (2nd ed.). O'Reilly Media, Inc.
  - Sarcar, V., & SpringerLink (Online service). (2022). *Java design patterns: A hands-on experience with real-world examples* (3rd ed.). Apress.
- 

### 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:	IST Second Year Foundations of Mobile Design, ISTE-252
Course leader:	Aleksander Radovan
Study programme:	WMC
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (2+0+2)

## Course Description

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### Course objectives:

- Development of mobile applications for different platforms
  - Designing, prototyping, implementing, deploying and testing mobile device software
  - Determining advantages and disadvantages of every type of development environment and mobile applications
  - Integration with external API
  - Mobile Interaction patterns and User Interface design
- 

### Conditions for enrolment in the course:

None, intended for 2nd year WMC students

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Organize development environment for the development of mobile applications
- CLO2:** Develop an application that reads data from a JSON file
- CLO3:** Create an application that implements navigations among mobile application screens
- CLO4:** Connect a mobile application with an external REST API interface
- CLO5:** Reorganize a mobile application to be able to use external libraries
- CLO6:** Suggest development error fixes by using available debug tools



Course content:

- Introduction to Mobile Design
- Mobile Patterns
- Data on the web
- REST API
- JavaScript
- Introduction to React Native
- React Native Basics
- React Native Layouts
- React native Layouts, Images and Menus
- React Native Navigations
- React Native User Input
- React Native External data
- React Web View

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### Teaching delivery methods:

- Lectures
- Guest Lectures
- Demonstration of practical assignments

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### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Assignments	1.25
Midterm Exam	0.75
Final Exam	1.25
Individual Project	1.75
<b>Total</b>	<b>5</b>

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

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Assignments	25
Midterm Exam	15
Final Exam	25
Individual Project	35
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Devin Abbott, Houssein Djirdeh, Anthony Accomazzo, Sophia Shoemaker: Fullstack React Native: Create beautiful mobile apps with JavaScript and React Native, Published: January 2019., ISBN: 978-1728995557

Additional reading:

- Adam Boduch, Roy Derks, Mihail Sakhniuk: React and React Native: Build cross-platform JavaScript applications with native power for the web, desktop, and mobile, 4th edition, Published: March, 2022., ISBN: 978-1803231280
- 

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

- Observation of lectures
- Assessment of the achievement of learning outcomes through homeworks and exams

## General Information

Course title:	ISTE-330 Database Connectivity and Access
Course leader:	dr. sc. Branko Mihaljević, prof.
Study programme:	Web and Mobile Computing (WMC) Program
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

- Apply basic object-oriented programming (OOP) techniques in the development of database-driven applications
- Implement fully functional database interfaces utilizing common data access APIs, such as JDBC
- Connect to, and issue database queries against, different DBMSs
- Discuss and implement various standard data access techniques designed to improve DBMS connectivity and access performance
- Compare and contrast similarities and differences between various popular data access APIs

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

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### Conditions for enrolment in the course:

ISTE-230 or equivalent course and ISTE-120 or GCIS-124 or equivalent course

---

## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply common database connectivity methods to connect to a database from the programming code
- CLO2:** Create programming interfaces utilizing common data access APIs and database drivers for different database servers
- CLO3:** Execute SQL queries against different database management systems (DBMSs) from the programming code
- CLO4:** Select appropriate data access techniques to improve DBMS connectivity and access performance and security
- CLO5:** Develop multi-user database-driven applications using multi-layered architectural approach and best practices

---

## Course content:

Course topics include:

- SQL Review and Database Normalization Review
- Database Drivers: Direct, Native, Abstract
- Building Multi-tier Architecture and Data Layer: Isolation, Error handling
- Basic Database Operations: CRUD, Connection, Statement, ResultSet, Metadata
- Advanced Operations: Prepared statements, Transactions, Stored procedures
- Security and Integrity: SQL Injection, Audit Trails
- Implementing Users, Privileges, and Roles
- Advanced topics (optional): Backup and Recovery, Object Relational Mappings (ORMs), Basic ETL, Contemporary databases

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## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Peer review

---

## Student obligations:

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

---

**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Exercises	0.9
Midterm Exam Theory	0.9
Midterm Exam Practical	1.2
Participation	0.3
Final Project	1.8
Final Exam	0.9
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments, projects and preparing for the exams.

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

<b>Component</b>	<b>Points/%</b>
Exercises	15
Midterm Exam Theory	15
Midterm Exam Practical	20
Participation	5
Final Project	30
Final Exam	15
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Sharan, K. (2018). JDBC API. In: Java APIs, Extensions and Libraries: With JavaFX, JDBC, jmod, jlink, networking, and the process API (2nd ed.). Apress. – available as eBook in RIT Library
- MySQL (2022). MySQL Connector/J 8.0 Developer Guide. Oracle. – available online for free

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**Additional reading:**

- Sciore, E. (2020). JDBC. In: Database Design and Implementation: 2nd edition. Springer. – optional and available as eBook in RIT Library

- Horstmann, C. (2019). Core Java, Volume II - Advanced Features, 12th edition, Addison-Wesley Professional. – available as eBook in RIT Library
- Juneau, J. (2020). Jakarta EE recipes: A problem-solution approach (1st ed.). Apress. – optional and available as eBook in RIT Library

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

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

## General Information

Course title:	ISTE-340 Client Programming
Course leader:	Kristina Marasović
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Explore the issues involved in the design and implementation of client-side programming, both web and desktop application based
- Design and deployment of both web-based and desktop-based clients targeting multiple browsers, operating systems, and platforms
- Use of specific Application Programming Interfaces and libraries where appropriate.
- Focus on the design, development, and implementation of usable, effective clients and client interfaces, both desktop and mobile, using multiple technologies.
- Design and build usable and effective interactive systems, clients, and interfaces. Key features addressed will include browser and platform compatibility, object reusability, bandwidth and communications issues, development environments, privacy and security, and related technologies and APIs.

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create an object-oriented MVC-based website using JavaScript.



**CLO2:** Build a website to consume JSON data from a RESTful web service.

**CLO3:** Create a website using a contemporary programming language and a framework.

---

### Course content:

- Introduction to Object-Oriented JavaScript
- Building a Simple MVC App from Scratch
- Conditional Selects and Forms
- Client-Side Storage
- JavaScript Compatibility
- jQuery
- Introduction to C# and Visual Studio
- Building an ASP.NET Core MVC App

---

### Teaching delivery methods:

- Lectures
- Independent work

---

### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Assignment 1	1.5
Assignment 2	0.9
Assignment 3	0.9
Midterm Exam	1.5
Final Exam	1.20
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Assignment 2	15
Assignment 3	15
Midterm Exam	25
Final Exam	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

- No textbook is required. All assignments, lecture notes, and other distributable course materials are available via MyCourses.

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### Additional reading:

- Flanagan, D., & Safari, an O'Reilly Media Company. (2020). *JavaScript: The definitive guide* (7th ed.). O'Reilly Media, Inc.
- Franklin, J., Ferguson, R., & SpringerLink (Online service). (2017). *Beginning jQuery: From the basics of jQuery to writing your own plug-ins* (2nd ed.). Apress.
- Freeman, A. *Pro ASP.NET core MVC 2* (7th ed.). Apress.

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

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

## General Information

Course title:	WMC COOPERATIVE EDUCATION 1
Course leader:	Sara Stanić
Study programme:	WMC
Course status:	Obligatory
Year:	Second
ECTS points:	12
Teaching hours (L+S+E):	co-op

## Course Description

Career-related work experience. Employment within the IT related industries is monitored by the Web and Mobile Computing Program and the Career Services Office.

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### Course objectives:

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

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### Conditions for enrolment in the course:

Minimum 55 credits obtained

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Apply acquired knowledge and skills from previous academic courses in co-op tasks.

**CLO2:** Perform in accordance with the instructions and feedback in the process of solving co-op tasks in a real environment.

**CLO3:** Explain the activities, work processes and the market environment of the co-op organisation.

**CLO4:** Reflect on professional and personal growth, and work-related competencies gained during co-op.

### Course content:

#### Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

#### Field work

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### Teaching delivery methods:

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

### Student obligations:

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

### Monitoring student work:

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

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

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Mentored fieldwork	95
Co-op evaluation reports	5
<b>Total:</b>	<b>100</b>

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
- 

Additional reading:

- ...
- 

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

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

## General Information

Course title:	Beginning German II
Course leader:	Nikolina Božinović
Study programme:	Web and Mobile Computing
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

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

**Course content:**

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

---

**Teaching delivery methods:**

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

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**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

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#### Required reading:

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

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#### Additional reading:

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



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

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

## General Information

Course title:	Beginning Spanish II
Course leader:	Barbara Perić
Study programme:	Web and Mobile Computing
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

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Beginning Italian II
Course leader:	Ana Gudelj
Study programme:	Web and Mobile Computing
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

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

Total 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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



## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

Completion of Beginning French I

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

Total 5

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

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

# **YEAR 3 – COURSE DESCRIPTIONS**

## General Information

Course title:	ISTE-341 Server Programming
Course leader:	Kristina Marasović
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- In-depth work in server-side programming
- Develop dynamic, data centric web pages and systems
- Develop server-side information services that will be available to clients implemented in a variety of software technologies.

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### Conditions for enrolment in the course:

- ISTE-340 Client Programming
- ISTE-230 Introduction to Database and Data Modelling
- SWEN-383 Software Design Principles and Patterns
- OR equivalent courses

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Build an object-oriented database-driven web application.

**CLO2:** Develop RESTful web services using contemporary server-side programming languages.

**CLO3:** Build a multi-container application using contemporary technologies & tools.

### Course content:

- Object-oriented PHP
  - Database Access with PHP
  - HTTP State Management
  - Data-Exchange Formats
  - Web Services
  - RESTful Web Services with Java
  - Node.js
  - Express Framework
  - Docker
  - Multi-Container Applications with Docker Compose
- 

### Teaching delivery methods:

- Lectures
  - Independent work
  - Project work
  - Lab assignments
- 

### Student obligations:

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

### Monitoring student work:

Activity	ECTS
Labs	1.2
Project 1	0.8
Project 2	0.8
Project 3	0.8
Week 5 Exam	1.2
Final Exam	1.2
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Labs	20.00
Project 1	13.33
Project 2	13.33
Project 3	13.33
Week 5 Exam	20.00
Final Exam	20.00
<b>Total:</b>	<b>100</b>

---

### Required reading:

- No textbook is required. All assignments, lecture notes, and other distributable course materials are available via MyCourses.

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### Additional reading:

- Butler, T., & Safari, an O'Reilly Media Company. (2022). *PHP & MySQL: Novice to ninja* (7th ed.). SitePoint.
- Nixon, R., & Safari, an O'Reilly Media Company. (2021). *Learning PHP, MySQL & JavaScript* (6th ed.). O'Reilly Media, Inc.
- Burke, Bill. (2013). *RESTful java with JAX-RS 2.0* (2nd ed.). O'Reilly.
- Herron, D., & Safari, an O'Reilly Media Company. (2020). *Node.js web development* (5th ed.). Packt Publishing.

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

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

## General Information

Course title:	ISTE-422 Application Development Practices
Course leader:	Kristina Marasović
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Gain experience with the processes, practices, and tools professional developers use to deliver robust and maintainable applications
  - Apply these practices and tools to build smaller-scale production-quality applications and systems
- 

### Conditions for enrolment in the course:

- ISTE-121 Computational Problem Solving in the Information Domain II
  - OR equivalent courses
- 

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Build a group project using an agile software development methodology & appropriate tools.
  - CLO2:** Refactor the code to improve software design and performance with appropriate tools.
  - CLO3:** Build a software project ready for testing and deployment
- 

### Course content:

- Development Methodologies



- Version Control
- Build Utilities & Servers
- Error Handling, Logging
- Introduction to Refactoring
- Static Code Analysis
- Dynamic Code Analysis
- Testing in Software Development
- Application Deployment
- Help Systems. Documentation

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## Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exercises	1.80
Milestone 1	1.00
Milestone 2	1.00
Milestone 3	1.00
Quiz 1	0.40
Quiz 2	0.40
Quiz 3	0.40
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exercises	30
Milestone 1	16.67
Milestone 2	16.67
Milestone 3	16.67
Quiz 1	6.67
Quiz 2	6.67
Quiz 3	6.67
<b>Total:</b>	<b>100</b>

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### Required reading:

- No textbook is required. All assignments, lecture notes, and other distributable course materials are available via MyCourses.

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### Additional reading:

- Stellman, A., Greene, J., & Safari, an O'Reilly Media Company. (2017). *Head first agile* (1st ed.). O'Reilly Media, Inc.
- Heath, F., & Safari, an O'Reilly Media Company. (2021). *The professional scrum master (PSM I) guide* (1st ed.). Packt Publishing.

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

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

## General Information

Course title: Introduction to Psychology

Course leader: Ana Havelka Mestrovic

Study programme: WMCCourse status: Obligatory

Year: Third

ECTS points: 5

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

## Course Description

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

### Course objectives:

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

### Conditions for enrolment in the course:

None

## Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

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

## Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

## Student obligations:

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

## Monitoring student work:

### Activity ECTS

Exam      1

Exam 2 1

Exam 3 1.5

Research report 1

Group presentation 0.5

**Total 5**

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

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

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

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

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

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

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

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

## General Information

Course title:	Literature and Cultural Studies ENGL210
Course leader:	Ana Gudelj
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Study literature, movements, and writers within their cultural contexts and in relation to modes of literary production and circulation.
- Engage with literary analysis and cultural criticism.
- Gain a strong foundation for analyzing the ways literary language functions and exploring the interrelations among literature, culture, and history.
- Discuss issues involving culture, identity, language, ethics, race, gender, class, and globalism, among many others.

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### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze a variety of literary texts, cultural artifacts, and/or critical/analytical essays

**CLO2:** Connect literary and cultural artifacts to their social and cultural contexts

**CLO3:** Compose coherent literary analyses, creative essays, research papers, or multimedia presentations

---

### Course content:

- Drama - Elizabethan Theatre
- Theatre in the Age of Shakespeare

- Essays - Transcendentalism – Religious and Sociocultural Context
- Civil Rights
- World Mythologies - Native American Trickster Tales
- Novels – Modernism
- Poetry
- Writing citations

### Teaching delivery methods:

- Lectures
- Discussions
- Exercises
- Independent work
- Multimedia
- Critiques

### Student obligations:

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

### Monitoring student work:

Activity	ECTS
Quiz 1	1
Literary Terms	0.5
Quiz 2	1
Literary Terms	0.5
Quiz 3	1
Peer Response	0.5
Final Presentation	0.5
<b>Total</b>	<b>5</b>

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

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Quiz 1	20



Literary Terms	10
Quiz 2	20
Literary Terms	10
Quiz 3	20
Peer Response	10
Final Presentation	10
Total:	100

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### Required reading:

- Shakespeare, W. (2011). *The tempest*. Lerner Publishing Group.
- Thoreau, H.D. (2003). Resistance to civil government. In Baym, N. Editor, *The Norton anthology of American literature* (6th ed., Vol. B). W.W. Norton & Company.
- Emerson, R.W. (2003). Self-Reliance. In Baym, N. Editor, *The Norton anthology of American literature* (6th ed., Vol. B). W.W. Norton & Company.
- Baym, N. Editor, (2003). From the Winnebago trickster cycle. In *The Norton anthology of American literature* (6th ed., Vol. A). W.W. Norton & Company.

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### Additional reading:

- Shakespeare, W. (2009). *The tempest: The graphic novel* (C.Bryant, Ed.). Classical Comics.
- Selected essays by H.D.Thoreau and R.W.Emerson
- Ernest Hemingway, E. (1987). *The garden of Eden*. Scribner.
- Selected poems by Emily Dickinson

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

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

## General information

Course title:	Literature and Cultural Studies (ENGL.210)
Course leader:	Evelina MIšćin
Study programme:	WMC
Course status:	Elective
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To develop analytical skills through reading, discussion, writing and making a short film.
- To develop critical thinking skills through close reading of literary texts, cultural artifacts, and watching movies.
- To gain an appreciation for the art and politics of literary and cultural representations.
- To develop an awareness of the correlation between literary and cultural artifacts, and their social and cultural contexts.
- To gain a broad understanding of genres—in literary, oral, aural, and visual media—as well as how these genres can interact with one another.
- To reflect on your own experiences as viewers and think about the ways films engage you.
- To improve vocabulary and writing skills.

---

### Conditions for enrolment in the course:

None.

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### Expected learning outcomes of the course:

- A student will be able to:

**LO1:** Analyse a variety of literary texts, cultural artefacts, and/or critical/analytical essays

**LO2:** Connect literary and cultural artefacts to their social and cultural contexts

**LO3:** Compose coherent literary analyses, creative essays, research papers, or multimedia presentations

---

## Course content

- Britain vs. America
- New beginnings
- Ethnicity and immigration
- African Americans
- Religion in American life
- Approaches to regionalism
- Dystopia
- Gender and sexuality
- Representing youth
- Beyond American borders
- Technology and media cultures

---

## Teaching delivery methods:

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

---

## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Primers	1.5

Weekly assignments	1.00
Quiz	1.00
Media projects/Essay	1.5
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Primers	30
Weekly assignments	20
Quiz	20
Media projects/Essay	30
<b>Total:</b>	<b>100</b>

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## Required reading

Materials on MyCourses

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## Additional reading:

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

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

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

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

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

- Student survey

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Spanish I and Beginning Spanish II

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### Expected learning outcomes of the course:

A student will be able to:

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

---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

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## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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



## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I and Beginning Italian II

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### Expected learning outcomes of the course:

A student will be able to:

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

---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning German I and Beginning German II

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

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

---

### Course content:

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

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Russian I and Beginning Russian II

---

### Expected learning outcomes of the course:

A student will be able to:

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

---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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



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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning French I and Beginning French II

---

### Expected learning outcomes of the course:

A student will be able to:

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

---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Foundations of Wearable & Ubiquitous Computing
Course leader:	Tomas Martinčić
Study programme:	Web and Mobile Computing
Course status:	Elective
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Students will explore the integration of wearable technologies and ubiquitous computing technologies like the Internet of Things into everyday life
- Understand the historical context and research evolution in wearable and ubiquitous computing
- Gain insights into device development fundamentals, encompassing interface design, networking, and physical design considerations
- Delve into societal concerns including privacy implications posed by these technologies
- Engage in discussions about ethical considerations while developing practical skills through project-based learning

---

### Conditions for enrolment in the course:

STE-341 and ISTE-252 or equivalent courses.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Develop an informed understanding of the integration of wearable technologies and ubiquitous computing
- CLO2:** Analyze the historical progression and evolution of wearable and ubiquitous computing
- CLO3:** Apply principles of sensor integration, data communication, and hardware-software co-design to create functional and innovative solutions

**CLO4:** Demonstrate proficiency in designing IoT devices and wearable technologies

---

## Course content:

- Introduction to IoT and ESP32
  - Setting up the Development Environment
  - Basic Electronics and Components
  - Drawing & Understanding wiring diagrams
  - Analog Electronics and Sensors
  - Communication Protocols for IoT
  - Interfacing with Actuators
  - Wireless Communication
  - Data Acquisition and Processing
  - Real-time Operating Systems (RTOS) and Power Management
  - Advanced IoT Security
  - IoT Cloud Platforms
  - Web and Mobile Application Development for IoT
  - Reverse Engineering and Advanced Topics
  - Philosophy for IoT Projects
- 

## 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
Midterm exam	0.9
Final Exam	0.9
Homework	1.2
Laboratory	1.2

Project work 1.8

**Total 6**

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

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Midterm Exam	15
Final Exam	15
Homework	20
Laboratory	20
Project	30
<b>Total:</b>	<b>100</b>

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### Required reading:

- Farion, Christine. (2022) 2022. The Ultimate Guide to Informed Wearable Technology. 1st ed. Packt Publishing.

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### Additional reading:

- 

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

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



## General Information

Course title:	Secure Web App Development
Course leader:	Assoc. Prof. Martin Žagar, Ph.D. in C.S., EMBA
Study programme:	WMC
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Secure applications that are browser and platform-independent.
- Integrate client-server technologies by dynamically generating client-side code at the server that has the ability to manipulate the DOM on the client.
- Write programs and GUIs using technologies such as SVG, JavaScript, PHP, and other scripting environments to gain competence with current and future practices.
- Research new technologies and techniques. Assessed by in-class presentations.

---

### Conditions for enrolment in the course:

Students must have successfully completed ISTE-341 Server Programming course.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Categorize common web architectures
- CLO2:** Develop an optimized web application
- CLO3:** Defend against common web security intrusions
- CLO4:** Measure performance and web application load
- CLO5:** Compare new web technologies and development techniques

## Course content:

### Security principles

- ZAP
- Injections
- Security filters
- Hashing
- Encryption

### Software and project development

- Web App Overview
- Advanced frontend and principles
- Technology availability
- Technology characteristics
- Web Architectures

### Analysis

- Profiling
- Load testing
- JS Heap
- Allocation sampling
- Memory usage

---

## Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

## Student obligations:

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

---

**Monitoring student work:**

Activity	ECTS
Security test	1.2
Self-guided study: topic proposal	0.6
Self-guided study: presentation	0.9
Project web architecture and technology decisions	0.6
Project frontend	0.6
Project Functionalities	0.9
Project backend	0.3
Project profiling and load testing	0.3
Project heap analysis and memory allocation	0.3
Participation	0.3
<b>Total</b>	<b>6</b>

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

---

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

Component	Points/%
Security test (Q1 ZAP 2 pts; Q2 SQL injection 3 pts; Q3 XSS 3 pts; Q4 CSRF 3 pts; Q5 Hashing 3 pts; Q6 Asymmetric Encryption 3 pts; Q7 Symmetric Encryption 3 pts)	20
Self-guided study: topic proposal (2 pts; technology landscape 3 pts; advantages and disadvantages of technology 5 pts)	10
Self-guided study: presentation (4 pts; working example 6 pts; libraries used 2 pts; real-world applicability 3 pts)	15
Project web architecture and technology decisions	10
Project frontend (UX/UI 3 pts; interactivity 3 pts; resources optimization 2 pts; mockups 2 pts)	10
Project Functionalities (primary functionalities 7 pts; secondary functionalities 5 pts; Wishlist functionalities 3 pts)	15
Project backend	5
Project profiling and load testing	5
Project heap analysis and memory allocation	5
Participation	5
<b>Total:</b>	<b>100</b>

Required reading:

- Pressman, R., Lowe, D.(2009). Web Engineering: A Practitioner's Approach
- 

Additional reading:

- Assigned readings
- 

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:	Web Server Development and Administration
Course leader:	Toni Njirić
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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

---

### Conditions for enrolment in the course:

ISTE-341

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Configure web server software at the entire site level and on a per-directory basis.

**CLO2:** Design server architectures for multiple scalability scenarios

**CLO3:** Implement security measures appropriate to provided scenarios

**CLO4:** Implement auditing and log analysis

**CLO5:** Plan, design, develop, and test a custom-built web server

---

## Course content:

### Web Server Software Selection

- Operating System Considerations
- Hosting Options
- Server Access

### Web Server Configuration

- IIS
- Apache
- Modules & Options

### Scaling and Performance

- Vertical Scaling
- Horizontal Scaling
- Geographic Scaling
- Sessions Distribution
- Server Farms
- Virtualization
- Cloud Computing
- Custom Server Software
- DNS Issues

### Security & Auditing

- Users and Groups
- Authentication, Authorization, and Access Control
- Dynamic Content Security Issues
- SSL
- Certificates
- Robots and Spiders
- Logging and Log Analysis

### Web Server development

- Custom, Extensible Web Servers
- Co-routines and Communicating Processes
- Consumers, Producers, and Transducers

- Threads, Processes, and Thread-safe Programming
- Extensibility

---

## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring
- Critiques

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Quizzes	0.6
Practical #1	1.2
Practical #2	1.2
Group Project	1.8
Homework	1.2
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quizzes	10
Practical #1	20
Practical #2	20

Group Project	30
Homework	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- The following are sample texts, from which excerpts might be assigned:
    - Linux Apache Web Server Administration (Linux Library)
    - Run Your Own Web Server Using Linux & Apache
- 

### Additional reading:

- Additional material distributed in class and/or via 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:	COS-ENVS-150-Ecology of Dalmatian Coast
Course leader:	Staša Puškarić
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

---

### Course objectives:

- To explain and synthesize ecological concepts at the individual, population, community, and ecosystem level.
- To learn about experimental design and local ecosystems.
- To critically read scientific articles.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

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

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

---

**Course content:**

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

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**Teaching delivery methods:**

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

---

**Teaching delivery modes:**

- Lectures
- Class discussions
- Fieldtrips

---

**Student obligations:**

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

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**Monitoring student work:**

Essay (Assignment 1) **ECTS 0.8**

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

Research paper (Assignment 2) **ECTS 1**

Given the topic of research students have to find a minimum of 6 relevant sources (scholarly articles) using RIT online library. After reading (their secondary research), students have to write literature review as part of the Introduction. As this assignment is strictly focused on secondary research, they have to discuss their findings in relation to class materials and organize the information in a research paper including:

Cover Page

Abstract

Introduction (including literature review and in-text citations)

Discussion

Reference list

Quiz (pop-up quiz)

**ECTS 0.3**

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

Presentation

**ECTS 0.7**

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

Attendance

**ECTS 0.7**

Final Exam

**ECTS 1.5**

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

**Total 5**

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1	20
Assignment 2	15

Presentation	10
Quiz	10
Attendance	15
Final Exam	30
<b>Total:</b>	<b>100</b>

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

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

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

- Papers selected from the primary literature (updated annually)

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

Materials available at RIT online library The Wallace Center.

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

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

## General Information

Course title:	Topics in Philosophy
Course leader:	Vanda Bazdan
Study programme:	WMC
Course status:	Obligatory
Year:	Third/Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

A critical examination of issues in some area of philosophy not covered in other philosophy courses.

[The issues discussed in this course are associated with skepticism as a tradition in philosophy. Course provides students with an introduction into the long tradition of skeptical thought, dialectics, critical thinking and the differences between original skeptics and some of the contemporary instances of falsely skeptical reasoning.]

---

### Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To enable students to construct and evaluate arguments, including their own.
- To acquaint the student with some of the major philosophers and various skeptical positions.
- To encourage the student to critically engage various theories in philosophy and apply them in consideration of everyday experiences.

---

### Conditions for enrolment in the course:

None.

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze philosophical texts (appropriate use of concepts and close/critical readings skills assumed).

**CLO2:** Compose and evaluate arguments, anticipate and assess counterarguments to support and defend their attitudes or those presented by others.

**CLO3:** Write a review article (reviewing an approach, tradition, or a text in philosophy, ability to revise assumed).

**CLO4:** Write an argumentative essay (ability to revise assumed).

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### Course content:

The title and the original traditions

The inquirers

Academic inquiries

Pyrrhonists' inquiries

The ἀπραξία objection and the 'phantom' form of skepticism

Descartes' use of skepticism

Contemporary forms of skepticism

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### Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

---

### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Essay 1	1.2
Essay 2	1.2

Discussions	3.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Discussions (12x5pts)	60
Essay 1	20
Essay 2	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

Students will be provided with a selection of excerpts from:

- Plato, *Republic, Meno, Apology, Gorgias*
- Aristotle, *Nichomachean Ethics, Politics*
- R. Descartes, *Meditations*.
- D. Hume, *Treatise of Human Nature*
- J. Bentham, *An Introduction to the Principles of Morals and Legislation*
- I. Kant, *Critique of Pure Reason*
- Fogelin, *Pyrrhonian Reflections on Knowledge and Justification*
- Lehrer, Keith. "Why Not Skepticism?"
- Unger, Peter. "A Defense of Skepticism"

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### Additional reading:

- Additional excerpts from classics in philosophy, as well as more recent scholarly and popular articles, available on myCourses.

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

- Student survey

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



## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

---

### skills and competencies:

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

---

### Course content:

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

### Teaching delivery methods:

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

### Student obligations:

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

---

## Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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

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

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

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

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### Additional reading:

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

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

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

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

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

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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



---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

---

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Prerequisite: Psyc 101



### Expected learning outcomes of the course:

A student will be able to:

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

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

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

---

### Course content:

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

---

### Teaching delivery methods:

- Lectures
- Remote learning
- Project work
- Individual work

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### Student obligations:

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

---

**Monitoring student work:**

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

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

Assessment and evaluation of student work

**Components of evaluation:**

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

---

**Description of assignments**

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

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

### Required reading:

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

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

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

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

## General Information

Course title:	WMC COOPERATIVE EDUCATION 2
Course leader:	Sara Stanić
Study programme:	WMC
Course status:	Obligatory
Year:	Third
ECTS points:	12
Teaching hours (L+S+E):	co-op

## Course Description

Career-related work experience. Employment within the IT related industries is monitored by the Web and Mobile Computing Program and the Career Services Office.

### Course objectives:

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

### Conditions for enrolment in the course:

Having completed WMC cooperative education

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Apply the relevant ethical principles and work-environment behaviors within the co-op position and organization.

**CLO2:** Propose solutions to challenges within the area of co-op specialization.

**CLO3:** Integrate the creation and communication of the professional content in oral and written forms.

**CLO4:** Utilize appropriate tools, methods and techniques used in the co-op tasks or projects.

**Course content:**

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

**Teaching delivery methods:**

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

**Student obligations:**

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

**Monitoring student work:**

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

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

**Assessment and evaluation of student work**

**Components of evaluation:**

Component	Points/%
Mentored fieldwork	95
Co-op evaluation reports	5
Total:	100

**Required reading:**

- RIT Croatia cooperative education handbook and cooperative education bylaw

**Additional reading:**

- ...

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

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

## General Information

Course title: Introduction to Psychology

Course leader: Ana Havelka Mestrovic

Study programme: WMCCourse status: Obligatory

Year: Third

ECTS points: 5

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

## Course Description

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

### Course objectives:

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

### Conditions for enrolment in the course:

None

## Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

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

## Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

## Student obligations:

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

## Monitoring student work:

### Activity ECTS

Exam      1



Exam 2 1

Exam 3 1.5

Research report 1

Group presentation 0.5

**Total 5**

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

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

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

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

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

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

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

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

# **YEAR 4 – COURSE DESCRIPTIONS**

## General Information

Course title:	Mobile Application Development I
Course leader:	Matija Ožetski
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Forth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create effective mobile interfaces based on accepted interface conventions

**CLO2:** Create mobile applications that display various types of digital media

**CLO3:** Design mobile applications by utilizing device sensors

**CLO4:** Design mobile applications using third-party libraries, network services, and remote data storage

---

**Course content:**

Mobile Hardware

- 1.1.1 Capabilities and Limitations
- 1.1.2 Touch interfaces
- 1.1.3 Location awareness

Mobile User Interaction Patterns

- 1.1.4 Persistent Connectivity
- 1.1.5 Single User
- 1.1.6 Short/Frequent Use

Programming

- 1.1.7 Available SDKs and software frameworks
- 1.1.8 Software patterns and architectures
- 1.1.9 Native Language of Platform

Interface Conventions

- 1.1.10 Screen layout
- 1.1.11 Data display
- 1.1.12 Navigation systems
- 1.1.13 Interface elements
- 1.1.14 Animation

Media

- 1.1.15 Digital Images
- 1.1.16 Video
- 1.1.17 Sound
- 1.1.18 Procedural drawing

Data Acquisition

- 1.1.19 Consuming web services
- 1.1.20 Working with data formats: SON, Text
- 1.1.21 Posting data to remote data stores
- 1.1.22 System Architectures

Data Storage

- 1.1.23 User Defaults
- 1.1.24 Plists

Additional Device Sensors and Capabilities

- 1.1.25 Location Awareness

---

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Multimedia
- Mentoring
- Critiques

---

### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Homework	1.2
Mini Project	1.5
Final Project	2.1
Final Practical	1.2
<b>Total</b>	<b>6</b>

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

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Homework	20
Mini Project	25
Final Project	35
Final practical	20

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

- Not required

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**Additional reading:**

- Neuburg, M., & Safari, an O'Reilly Media Company. (2021). iOS 15 programming fundamentals with swift (1st ed.) O'Reilly Media, Inc.
- Smyth, N., & Safari, an O'Reilly Media Company. (2021). SwiftUI essentials - iOS 14 edition (1st ed.) Packt Publishing.

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

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

## General Information

Course title:	Senior Development Project I
Course leader:	Assoc. Prof. Martin Žagar, Ph.D. in C.S., EMBA
Study programme:	WMC
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Apply requirements elicitation methods in an extra-classroom environment.
- Architect an effective, user-centric solution
- Apply contemporary software development practices

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### Conditions for enrolment in the course:

Students must have taken all core courses in their degree and completed their co-op requirements in order to demonstrate their mastery of the core topics and their ability to apply them in a development environment.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Design requirement methods for a real-world environment project
- CLO2:** Architect an effective user-centric solution based on project requirements
- CLO3:** Apply contemporary software development practices
- CLO4:** Create a proper project plan
- CLO5:** Evaluate work structure and project schedule
- CLO6:** Defend proposal for Minimum Viable Product



## Course content:

### Project guidelines

- Project expectations
- Team assignments

### Team and communication dynamics

- Team formation
- Group dynamics
- Ethics

### Requirements elicitation: methods and processes

- Requirements development
- Requirements tracking

### Software project management

- Project charters
- Project methodologies
- Project strategies

### Project plan development

- Work Breakdown Structure and tasks

### System architecture and design

- Development environments
- Development of use cases/user stories
- Technology selection and testing
- Technology verification
- Defining Minimum Viable Product

### Time and cost estimation

- Time estimation methods
- Scheduling tools

### Risk management

- Typical project failures
- Scope management
- Change management

### Project management documentation and presentation

- Documentation types

- Presentation etiquette
- Visual aids
- Communication etiquette
- Communication Vehicles
- Wireframes

---

### Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

### Student obligations:

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

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Monitoring student work:

Activity	ECTS
Quiz Teams and Group Dynamics	0.06
Quiz Ethics	0.06
Deliverable 1 Team Contract	0.3
Quiz Gate Reviews	0.06
Quiz Requirements Gathering	0.06
Deliverable 2 Interview Preparation Documentation	0.18
Quiz Requirements Development	0.06
Quiz Requirements Tracking	0.06
Quiz Use Cases and User Stories	0.06
Deliverable 3 Use Case and User Story Documentation	0.9
Quiz Development Environments	0.06
Quiz Technology Selection	0.06
Quiz Technology Testing	0.06
Quiz Technology Verification	0.06
Quiz Minimum Viable Product	0.06
Quiz Operational Definitions	0.06
Quiz Charters and Plans	0.06
Deliverable 4 Project Charter	0.6
Deliverable 5 Work Breakdown Structure	0.6
Quiz Project Management Intro	0.06
Quiz Project Strategies	0.06
Quiz Methodologies	0.06
Deliverable 6 Project Plan	0.9
Quiz Cost Estimation	0.06
Quiz Scheduling	0.06
Quiz Managing project change	0.06
Quiz Managing Risk	0.06
Deliverable 7 Risks	0.3
Quiz Communication Etiquette	0.06
Deliverable 8 Wireframes & MVP presentation	0.3
Deliverable 9 Peer Review	0.3
Participation	0.3
<b>Total</b>	<b>6</b>

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

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Quiz Teams and Group Dynamics	1
Quiz Ethics	1
Deliverable 1 Team Contract	5
Quiz Gate Reviews	1
Quiz Requirements Gathering	1
Deliverable 2 Interview Preparation Documentation	3
Quiz Requirements Development	1
Quiz Requirements Tracking	1
Quiz Use Cases and User Stories	1
Deliverable 3 Use Case and User Story Documentation	15
Quiz Development Environments	1
Quiz Technology Selection	1
Quiz Technology Testing	1
Quiz Technology Verification	1
Quiz Minimum Viable Product	1
Quiz Operational Definitions	1
Quiz Charters and Plans	1
Deliverable 4 Project Charter	10
Deliverable 5 Work Breakdown Structure	10
Quiz Project Management Intro	1
Quiz Project Strategies	1
Quiz Methodologies	1
Deliverable 6 Project Plan	15
Quiz Cost Estimation	1
Quiz Scheduling	1
Quiz Managing project change	1

Quiz Managing Risk	1
Deliverable 7 Risks	5
Quiz Communication Etiquette	1
Deliverable 8 Wireframes & MVP presentation	5
Deliverable 9 Peer Review	5
Participation	5
<b>Total:</b>	<b>100</b>

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### Required reading:

- Gottesdiener, E. (2009). Requirements by Collaboration: Workshops for Defining Needs. Addison-Wesley Professional.
- Berczuk, S., Appleton, B., & Brown, K. (2003). Software Configuration Management Patterns: Effective Teamwork, Practical Integration. Addison-Wesley Professional.

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### Additional reading:

- Assigned readings

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

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

## General Information

Course title:	COS-ENVS-151- Scientific Inquiries in Environmental Science
Course leader:	Staša Puškarić
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

Prerequisite ENVS 150

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### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Develop one's own theories, methods, procedures, models, and other scientific results applying a scientific method
- LO2:** Analyze existing sources and databases with the aim of collecting data needed for carrying out own research

**LO3:** Solve complex problems using scientific methods

**LO4:** Compose a scientific manuscript

**LO5:** Formulate and defend claims and solutions using evidence gathered from own research.

---

### Course content:

This is a project based course. Accompanied with lectures, class discussions and in-class presentations students will be led through the entire scientific method process. From defining problems, forming research questions and ideas, conducting their own research (primary research), discussing their results and organizing information in a scientific research paper. The course culminates with student final presentations in the last week of the semester in which they have to summarize their work during the course.

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### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

Activity		ECTS
<b>Assignment 1</b>		<b>1.5</b>
Outline of the research idea with short presentation	0.25	
Literature review with in-class presentation	0.6	
Results (primary research) with in-class presentation	0.65	
<b>Assignment 2</b>		<b>2.5</b>
Research Paper	1.5	
Final Presentation	1.0	

<b>Attendance</b>	<b>1.0</b>
<b>Participation</b> in class discussions	<b>1.0</b>
<b>Total</b>	<b>6</b>

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Assignment 2	25
Attendance	25
Participation	25
<b>Total:</b>	<b>100</b>

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

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

Diamond, J. *Collapse: How Societies Choose to Fail or Survive*. Penguin Books, London, UK.

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

- Papers selected from the primary literature (RIT Wallace library)

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

Materials available at RIT online library The Wallace Center.

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

- Student survey
- Observation of lectures



- Assessment of the achievement of learning outcomes

## General Information

Course leader:	Francis Brassard
Course title:	Heritage and Tourism
Study programme:	GBM-IB/HTM/WMD
Course status:	Elective
Year:	Fourth
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

- Tourism is a global industry and an important part of the human experience. There are many forces within tourism that act upon people's lives, and in particular their environments, economies, cultural heritage, and identity. This course will explore tourism and its many dimensions. Beginning with an examination of kinds of tourism, this course unpacks tourism's ancient trade and pilgrimage routes as well as its class dynamics of post-industrialization. Other aspects of tourism to be explored include strategies and effects of tourism development and production, nationalism and cultural identity, commodification and marketing of culture and the ethics of development, labor and infrastructural changes, social inequalities, ecological impact, sustainable tourism, the experience of tourists, ritual and authenticity, and the relationship between tourists and tourism workers. This course provides opportunities for cross-cultural analysis of tourism sites, for participant observation of the tourist experience, and for evaluation and recommendation of tourism site development in and around Dubrovnik and Croatia.

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### Course objectives:

1. Deconstruct tourism as a normal cultural and economic activity.
2. Identify behavioral patterns within tourism settings.
3. Identify key terms and concepts within tourism analyses.
4. Compare/contrast tourism activities across the industry and globe and critically engage with a view to best practices.
5. Analyze the impacts of tourism industry (cause and effect) on local communities.
6. Assess harmonious and mutually benefitting host and guest relationships.
7. Assess awareness of sustainable environmental effects of tourism.
8. Apply global principles to real life tourism site/ project.

**Conditions for enrolment in the course:**

None

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**Expected learning outcomes of the course:**

A student will be able to:

- LO1:** Analyze the impacts of the tourism industry (cause and effect) on local communities.
  - LO2:** Discuss the various issues related to the development and implementation of heritage tourism destinations and events.
  - LO3:** Compare tourism activities across the industry taking into consideration its best practices.
  - LO4:** Design an original cultural heritage project or improve an existing one.
- 

**Course content:**

1. Introduction and definition of heritage/cultural tourism
  2. Challenges in achieving sustainable cultural tourism
  3. The various types of tourism
  4. Cultural heritage management
  5. The types of cultural asset and the concept of commodification
  6. The types of cultural tourist
  7. The notion of gatekeepers
  8. Marketing for Cultural Heritage Management
- 

**Teaching delivery methods:**

- Lectures and multimedia presentations
  - Class discussions
- 

**Student obligations:**

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

### Components of evaluation:

Component	Points/%	ECTS
What-to-do short presentations (3@5%)	15	.9
Short report (3@10%)	30	1.8
Learning cell assignment	15	.9
Midterm presentation	20	1.2
Final presentation	20	1.2
<b>Total:</b>	<b>100</b>	<b>6</b>

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### Required reading:

- McKercher, Bob and Hilary du Cros. (2002). *Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management*. New York: The Haworth Press, Inc. (Available online at <https://library.rit.edu>)
- The material will be supplied by the instructor.

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### Additional reading:

- Chhabra, Deepak. (2010). *Sustainable Marketing of Cultural and Heritage Tourism*. London and New York: Routledge.
- *Cultural Heritage and Tourism in the Developing World: A regional perspective*. (2009). Edited by Dallen J. Timothy and Gyan P. Nyaupane. London and New York: Routledge.
- *Cultural Tourism*. (2013) Edited by Razaq Raj, Kevin Griffin and Nigel Morpeth. Oxfordshire: CABI.
- *Cultural Tourism in a Changing World: Politics, Participation and (Re)presentation*. (2006) Edited by Melanie Smith and Mike Robinson. Clevedon, Buffalo and Toronto: Channel View Publications.
- *Heritage and Tourism: Place, encounter, engagement*. (2013) Edited by Russell Staiff, Robyn Bushell and Steve Watson. London and New York: Routledge.
- Reisinger, Yvette and Lindsay W Turner. (2003). *Cross-Cultural Behaviour in Tourism: Concepts and Analysis*. Oxford: Butterworth-Heinemann.
- Smith, K. Melanie. *Issues in Cultural Tourism Studies*. (2003) London and New York: Routledge.
- *The Routledge Handbook of Cultural Tourism*. (2013) Edited by Melanie Smith and Greg Richards. London and New York: Routledge.

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

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

## General Information

Course title:	Global Economy and Grassroots
Course leader:	Vanda Bazdan
Study programme:	HTM, WMC, IB
Course status:	Elective/Immersion
Year:	Third and Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

None

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## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain key vectors of economic globalization, discriminating between historical, ethnographic, and theoretical perspectives on globalization and economy
- CLO2:** Analyse scholarly (anthropology, sociology, and economy) texts, poetry or prose, and popular texts commenting on global economy, politics, and grassroots activities
- CLO3:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding current issues in written format and in competitive debates (in keeping with the academic standards)

---

## Course content:

1. Outsourcing: Its Face Abroad
  - 1.1 Offshore Assembly Manufacture
  - 1.2 Free Trade Zones
2. Outsourcing: Impacts within the U.S.
3. Trade Liberalization: North American Free Trade Agreement
4. World Bank: infrastructural projects, dams and riparian systems
5. International Monetary Fund:
  - 5.1 Debt crisis: causes and examples (Mexico, Argentina, Jamaica)
  - 5.2 Structural Adjustment (prescriptions and consequences)
  - 5.3 Cross-conditionality
6. World Trade Organization: relevant rules and key rulings
  - 6.1 Environment: tariff escalation and natural resources, process and production methods
  - 6.2 Public Health: HIV/AIDS medications, baby formula and Gerber trademark in Guatemala, cigarette packaging
  - 6.3 Agriculture: competition through trade liberalization, patenting of life forms, genetically modified organisms, protection of agricultural subsidies, national emergency stores
7. Alterglobalization Movements
  - 7.1 Demonstrations in Seattle
  - 7.2 Anti-Sweatshop Activism
  - 7.3 Zapatista Movement in Mexico
  - 7.4 Confédération Paysanne and Via Campesina
  - 7.5 Global Social Forum
  - 7.6 Green Belt Movement
  - 7.7 Navdanya (India)

- 7.8 Recovered Factories movement in Argentina
- 7.9 Landless Workers' Movement in Brazil
- 7.10 Fair Trade
- 7.11 Slow Food Movement
- 7.12 Localist movements in the U.S.: community supported agriculture, farmers' markets, locavorism, alternative currencies

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### Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

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### Student obligations:

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

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### Monitoring student work:

Activity	ECTS
Discussions	2.88
Exam 1	1.62
Exam 2	1.5
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	27
Exam 2	25



Discussions (12x4)	48
<b>Total:</b>	<b>100</b>

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### Required reading:

- Selected chapters and excerpts from the listed readings:
- Wallach, L. & Woodall, P. (2004). *Whose Trade Organization?* The New Press.
- Hira, R., & Hira, A. (2005). *Outsourcing America*. Amacom.
- Lappe, F. M. & Lappe, A. (2003). *Hope's edge*. TarcherPerigee.
- Pleyers, G. (2013). *Alter-Globalization*. Polity.
- Dudley, K. M. (1994). *The end of the line: Lost jobs, new lives in postindustrial America*. University of Chicago Press.
- Maeckelbergh, M. (2013). *The will of the many*. Pluto Press.
- Moberg, M. & Lyon, S. (2010). *Fair trade and social justice: Global ethnographies*. NYU Press.
- Thomas, J. (2000). *The battle in Seattle: The story behind and beyond the WTO demonstrations*. Fulcrum Publishing.
- Marcos, Subcomandante Insurgente. (2002). *Our word is our weapon: Selected writings*. Seven Stories Press.
- Barlow, M. and Clarke, T. (2001). *Global Showdown*. Stoddart Pub.
- Ross, A., ed. (1997). *No Sweat*. Verso Books.
- Stiglitz, J. (1994). *Globalization and its discontents*. W.W. Norton & Company.
- Stiglitz, J. (2017). *Globalization and its discontents revisited: Anti-globalization in the era of Trump*. W.W. Norton & Company.
- Hess, D. L. (2009). *Localist Movements in a Global Economy*. The MIT Press.

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### Additional reading:

- Excerpts from classics in anthropology, as well as more recent scholarly and popular articles, available on myCourses.

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

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

## General Information

Course title:	Mobile Application Development II
Course leader:	Matija Ožetski
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	Forth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create effective mobile interfaces based on accepted interface conventions

**CLO2:** Create mobile applications that display various types of digital media.

**CLO3:** Design mobile applications by utilizing device sensors

**CLO4:** Design mobile applications using third-party libraries, network services, and remote data storage

### Course content:

- Programming environments
  - Mobile HCI
  - Standards and interface conventions
  - Mobile media
  - Mobile data acquisition
  - Mobile data storage
  - Security, privacy, and ethics
- 

### Teaching delivery methods:

- Lectures
  - Exercises
  - Independent work
  - Project work
  - Multimedia
  - Mentoring
  - Critiques
- 

### Student obligations:

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

### Monitoring student work:

Activity	ECTS
Homework	2.4
Final Project	2.4
Final Exam	1.2
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Homework	40
Final Project	40
Final Exam	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Not required

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### Additional reading:

- Laurence, P., Hinchman-Dominguez, A., Dunn, M., Meike, G., & Safari, an O'Reilly Media Company. (2021). Programming android with kotlin (1st ed.). O'Reilly Media, Inc.

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

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

## General Information

Course title:	Senior Development Project II
Course leader:	Assoc. Prof. Martin Žagar, Ph.D. in C.S., EMBA
Study programme:	WMC
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Design and evaluate domain-sensitive end-user experiences.
- Apply contemporary software development practices
- Develop and deploy n-tier, integrated, user-centric computing systems

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### Conditions for enrolment in the course:

Students must have successfully completed the first course (ISTE-500) in this two-course sequence.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Evaluate domain-sensitive end-user experiences
- CLO2:** Combine contemporary software development practices
- CLO3:** Create n-tier, integrated, user-centric computing systems
- CLO4:** Deploy the project in an out-of-classroom environment
- CLO5:** Create system and user documentation suitable for continued project support and operation
- CLO6:** Discuss the solution in front of the sponsor

## Course content:

### Technology adoption

- Adoption Considerations: Adopter Types and Product Characteristics

### Software development

- User interfaces
- Beta product presenting
- Secondary consequences
- Usability testing
- System testing
- Integration needs
- Database and Backend development
- UX/Frontend Design

### Software project management

- Project charters
- Project methodologies
- Project strategies

### Documentation

### Maintenance procedures

### Project status reports

- Individual status report
- PM status report
- Sponsor report

### Writing and presenting for a specific audience

- Gate reviews
- Phase gates
- Traceability matrix

---

## Teaching delivery methods:

- Lectures
- Independent work

- Project work

---

### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Quiz Consequences	0.075
Quiz Technology Selection	0.075
Participation	0.225
Peer Evaluations	0.6
Quiz Secondary Consequences	0.075
Project Functionality	0.81
Quiz Change Strategies	0.075
Quiz Unit Testing	0.075
Quiz Strategically Defining Your Customer	0.075
Project Quality	0.81
Quiz Deployment	0.075
Deployment Plan	0.405
Team Status Presentation 1	0.09
Team Status Presentation 2	0.27
Team Status Presentation 3	0.36
Project Documentation	0.675
Quiz Status reports	0.075
Quiz Sponsor reports	0.075
Individual Status Report 1	0.18
Individual Status Report 2	0.18
Individual Status Report 3	0.18
Individual Status Report 4	0.27
Individual Status Report 5	0.27
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz Consequences	1.25
Quiz Technology Selection	1.25
Participation	3.75
Peer Evaluations	10
Quiz Secondary Consequences	1.25
Project Functionality	23.5
Quiz Change Strategies	1.25
Quiz Unit Testing	1.25
Quiz Strategically Defining Your Customer	1.25
Project Quality	23.5
Quiz Deployment	1.25
Deployment Plan	6.75
Team Status Presentation 1	1.5
Team Status Presentation 2	4.5
Team Status Presentation 3	6
Project Documentation	11.25
Quiz Status reports	1.25
Quiz Sponsor reports	1.25
Individual Status Report 1	3
Individual Status Report 2	3
Individual Status Report 3	3
Individual Status Report 4	4.5
Individual Status Report 5	4.5
<b>Total:</b>	<b>100</b>

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### Required reading:

- None required



Additional reading:

- Assigned readings

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

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

## General Information

Course title:	ISTE-432 Database Application Development
Course leader:	dr. sc. Branko Mihaljević, prof.
Study programme:	Web and Mobile Computing (WMC) Program
Course status:	Elective
Year:	Third / Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Database applications have aspects that need to be considered when designing and developing larger-scale information systems. In this course students will explore topics such as concurrent processing, scalability, performance, and security within the context of developing larger-scale database information processing systems. Programming exercises and projects are required for this course.

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### Course objectives:

Specific design and implementation considerations need to be considered when developing large-scale multiuser database/information systems. In this course, students will explore topics such as architectural styles for database application development, including architecture analysis and multi-user issues, data and business layers concepts, design patterns and business layer binding, scalability and performance considering SQL design, connection management and pooling, application vs. domain data and push/pull model considerations, exception handling in database applications, help systems, testing, building, refactoring, code segregation, deployment, security, and regulation all within the context of database applications development for larger-scale information processing systems.

---

### Conditions for enrolment in the course:

- ISTE-330 or equivalent course
- ISTE-230 or equivalent course
- ISTE-120 or GCIS-124 or equivalent course

## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Develop database-centric applications that interact with various database management systems (DBMSs)
  - CLO2:** Evaluate various programming techniques for data retrieval, storage, and management on databases
  - CLO3:** Create applications that maintain data integrity and control user access in multi-user environments
  - CLO4:** Select appropriate object-relational mapping frameworks
  - CLO5:** Build effective, user-centric software solutions within information-intensive environments using various data sources
- 

## Course content:

Course topics include:

- Introduction to Software Architecture (Styles, Design, Analysis and Selection)
  - Advanced Database Connectivity and Access (based on ISTE-330)
  - Multi-User Considerations and Big Data
  - Data Persistence, Transactions, and Business Layers Binding
  - Performance and Scalability Considerations, Query Design (SQL)
  - Object-Relational Mapping (ORM)
  - Software Design Patterns and Antipatterns - Best Practices
  - Security Considerations (Authentication and Authorization) and Adequate Error Handling
  - Database Design and Modeling for Effective and Efficient Usage from an Application
  - Final Project with Demonstration - application and database
- 

## Teaching delivery methods:

- Lectures
  - Exercises
  - Independent work
  - Project work
  - Peer review
- 

## Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

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### Monitoring student work:

Activity	ECTS
Exercises	1.5
Midterm Exam	1.2
Final Project	2.10
Final Exam	1.20
<b>Total</b>	<b>6</b>

Teaching time is worth 1.5 ECTS points and it has been incorporated in time for assignments, projects and preparing for the exams.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exercises	25
Midterm Exam	20
Final Project	35
Final Exam	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Sharan, K. (2018). JDBC API. In: Java APIs, Extensions and Libraries: With JavaFX, JDBC, jmod, jlink, networking, and the process API (2nd ed.). Apress. – available as eBook in RIT Library
- MySQL (2022). MySQL Connector/J 8.0 Developer Guide. Oracle. – available online for free
- Ottinger, J.B., Linwood J., Minter D. (2021). Beginning Hibernate 6: Java Persistence from Beginner to Pro, Apress – available as eBook in RIT Library
- Spilca, L. (2021). Spring Start Here, Manning Publications – available as eBook in RIT Library

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### Additional reading:

- Leonard, A. (2020). Spring Boot Persistence Best Practices: Optimize Java Persistence Performance in Spring Boot Applications. Apress – available as eBook in RIT Library

- Sacco, A. (2022). Beginning Spring Data: Data Access and Persistence for Spring Framework 6 and Boot 3. Apress – available as eBook in RIT Library
- Walls, C. (2018). Spring in Action, 5th ed., Manning Publications – available as eBook in RIT Library
- Spilca, L. (2020). Spring Security in Action, Manning Publications – available as eBook in RIT Library

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

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

## General Information

Course title:	Data Mining and Exploration
Course leader:	Alan Mutka
Study programme:	Web and Mobile Computing
Course status:	Elective
Year:	Third, Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Students will be introduced to the latest software tools and techniques for data exploration and data mining
- Students will discuss data mining techniques and their application to large data sets
- Students will learn the importance of applying data visualisation practices to facilitate exploratory data analysis

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### Conditions for enrolment in the course:

ISTAT-145 OR MATH-251 and GCIS-124 OR ISTE-121

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Formulate questions for subsequent analytical problem solving

**CLO2:** Identify and discuss potential ethical concerns of stakeholders

**CLO3:** Explain the key ideas underlying data analytics and mining

**CLO4:** Apply analytical tools to data collections

**CLO5:** Interpret the results of applying analytical and exploratory methods

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### Course content:

- Introduction to Data Mining
- Data / Exploring Data
- Classification
- Association Rules
- Cluster Analysis
- Anomaly Detection

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### Teaching delivery methods:

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

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### Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

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### Monitoring student work:

Activity	ECTS
Midterm Exam	0.9
Final Exam	0.9
Homework	1.2
Laboratory	0.6
Project	2.4
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Midterm Exam	15
Final Exam	15
Homework	20
Laboratory	10
Project	40
<b>Total:</b>	<b>100</b>

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### Required reading:

- Tan, P., Steinbach, M., Karpatne, A. & Kumar, V. (2019). "Introduction to Data Mining" 2nd Ed. Pearson Addison Wesley (2019). ISBN 0-13-31289-3

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### Additional reading:

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

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



## General Information

Course title:	Topics in Philosophy
Course leader:	Vanda Bazdan
Study programme:	WMC
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

A critical examination of issues in some area of philosophy not covered in other philosophy courses.

[The issues discussed in this course are associated with skepticism as a tradition in philosophy. Course provides students with an introduction into the long tradition of skeptical thought, dialectics, critical thinking and the differences between original skeptics and some of the contemporary instances of falsely skeptical reasoning.]

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### Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To enable students to construct and evaluate arguments, including their own.
- To acquaint the student with some of the major philosophers and various skeptical positions.
- To encourage the student to critically engage various theories in philosophy and apply them in consideration of everyday experiences.

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### Conditions for enrolment in the course:

None.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyze philosophical texts (appropriate use of concepts and close/critical readings skills assumed).

**CLO2:** Compose and evaluate arguments, anticipate and assess counterarguments to support and defend their attitudes or those presented by others.

**CLO3:** Write a review article (reviewing an approach, tradition, or a text in philosophy, ability to revise assumed).

**CLO4:** Write an argumentative essay (ability to revise assumed).

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### Course content:

The title and the original traditions

The inquirers

Academic inquiries

Pyrrhonists' inquiries

The ἀπραξία objection and the 'phantom' form of skepticism

Descartes' use of skepticism

Contemporary forms of skepticism

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### Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

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### Student obligations:

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

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### Monitoring student work:

Activity	ECTS
Essay 1	1.2
Essay 2	1.2

Discussions	3.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Discussions (12x5pts)	60
Essay 1	20
Essay 2	20
<b>Total:</b>	<b>100</b>

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### Required reading:

Students will be provided with a selection of excerpts from:

- Plato, *Republic, Meno, Apology, Gorgias*
- Aristotle, *Nichomachean Ethics, Politics*
- R. Descartes, *Meditations*.
- D. Hume, *Treatise of Human Nature*
- J. Bentham, *An Introduction to the Principles of Morals and Legislation*
- I. Kant, *Critique of Pure Reason*
- Fogelin, *Pyrrhonian Reflections on Knowledge and Justification*
- Lehrer, Keith. "Why Not Skepticism?"
- Unger, Peter. "A Defense of Skepticism"

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### Additional reading:

- Additional excerpts from classics in philosophy, as well as more recent scholarly and popular articles, available on myCourses.

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

- Student survey

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

## General Information

Course title: Psychological Disorders

Course leader: Ana Havelka Mestrovic

Study programme: Web and Mobile Computing

Course status: Obligatory

Year: Fourth

ECTS points: 6

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

## Course Description

This course will serve as an introduction to the study of psychopathology and mental illness. The course examines the major categories of mental disorder not only from the descriptive point of view, but also in terms of the major theoretical explanations of the causes of disorder. The major treatment modalities also are covered.

### Course objectives:

- Develop an understanding of normal and abbreviated behavior
- Understand the methods involved in mental health research.
- Examine the ways in which humans differ with regards to behavior and disorders.
- Learn different type of mental illnesses and problems

### Conditions for enrolment in the course:

Prerequisite: PSYC-101 or PSYC-101H or completion of one (1) 200 level PSYC course

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Implement theories about mental disorders and DSM

**CLO2:** Compare different aspects of human normal and abnormal behavior

**CLO 3:** Identify the assessment, course and various types of treatments for mental disorders

**CLO 4:** Apply knowledge about mental health in social situations

### Course content:

- Mental illness and DSM classification
- Assessment method and psychological interviews
- Anxiety disorders
- GAD
- Depressive disorders
- Schizophrenia
- Eating disorders
- Sexual disorders
- Suicidal behavior

### Teaching delivery methods:

- Lectures
- Remote learning
- Independent work

### Student obligations:

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

### Monitoring student work:

#### Activity ECTS

Exam 1 1.5

Exam 2 1.5

Exam 3 2

Cognitive research 1

**Total 6**

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

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

<b>Component</b>	<b>Points/%</b>
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
<b>Disorder description</b>	<b>40/40</b>
<b>Total:</b>	<b>100</b>

**Required reading:**

- Barlow N. (1994). Abnormal Psychology

### Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)
- DSM Manual and MKB 10 manual

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

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



## General Information

Course leader:	Francis Brassard
Course title:	East Asian Philosophy
Study programme:	GBM-IB/HTM/WMD
Course status:	Elective
Year:	Fourth
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

- This course is an introduction to the origin and development of the philosophical traditions of primarily China and Japan through a consideration of selected thinkers, schools, and classic texts of Daoism, Confucianism, Buddhism, and Zen. Questions of metaphysics, epistemology, and ethics are emphasized with reference to the nature of reality and the person, social harmony and self-realization, causality, right action, and enlightenment. Comparisons may also be made with Western philosophers, both contemporary and classical.

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### Course objectives:

1. Define the basic terms and concepts of Daoism, Confucianism, Buddhism, and Zen;
2. Understand the significance of these basic terms and concepts within their specific traditions and cultural contexts;
3. Understand and put into perspective the different forms of religious and spiritual traditions existing today in East Asia and its spheres of influence;
4. Collect, summarise, and report information on the various traditions of East Asia discussed in this course;
5. Identify and discuss issues related to the study of Daoism, Confucianism, Buddhism, and Zen, their history, their influences on social values, ethics, etc.
6. Develop and use the academic practices for critical reading, information management and synthesis of source materials.
7. Make use of instructional feedback concerning strengths and weaknesses of their critical thinking skills and suggested strategies for improvement in their revisions.

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**Conditions for enrolment in the course:**

None

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**Expected learning outcomes of the course:**

A student will be able to:

- **LO1:** Investigate the significance of the basic terms and concepts of the philosophical and religious traditions of East Asia.
- **LO2:** Discuss the various issues related to the philosophical and religious traditions of East Asia.
- **LO3:** Debate possible solutions to those issues taking into consideration their implications in modern settings.

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**Course content:**

1. Philosophical and religious traditions of China
2. Philosophical and religious traditions of Japan

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**Teaching delivery methods:**

- Lectures and multimedia presentations
- Class discussions

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**Student obligations:**

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

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**Components of evaluation:**

<b>Component</b>	<b>Points/%</b>	<b>ECTS</b>
Comprehension questions (14@2.5%)	35	2.1
Critical thinking questions (14@2.5%)	35	2.1
Reaction/opinion questions 14@1.25%)	17.5	1.05
Final presentation	12.5	0.75
<b>Total:</b>	<b>100</b>	<b>6</b>

### Required reading

- Davis Winston. (1992). *Japanese Religion and Society: Paradigms of Structure and Change*, Albany, New York: State University of New York Press.
- Earhart, Byron H. (1982). *Japanese Religion: Unity and Diversity*, Third Edition, Belmont:Wadsworth Publishing Company.
- Fairbank, John, Edwin O. Reischauer, and Albert Craig (1978). *East Asia: Tradition & Transformation*, Boston: Houghton Mifflin Company.
- Kitagawa, Joseph M., (ed.). (1989). *The Religious Traditions of Asia: Religion, History, and Culture, Selections from The Encyclopedia of Religion*, New York: Macmillian Publishing Company.
- Sharma, Arvind, (ed.). (1993). *Our Religions: The Seven World Religions Introduced by Preeminent Scholars from each Traditions*, New York: Harper San Francisco.
- Thompson, Laurence G. (1996)- *Chinese Religion: An Introduction*, Fifth Edition, Belmont: Wadsworth Publishing Company.

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

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

## General Information

Course title:	Sociology of Work
Course leader:	Vanda Bazdan
Study programme:	WMC
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

- By putting work into the context of other areas of social life, like economy, politics, and family, or in relation to processes like social mobility, socialization and personal feelings, we will try to get insight into the main perspectives on the organization and consequences of work. Since most of us spend our lives working for someone else, we will try to find answers to essential questions: Why and how we take on work roles? How organizational hierarchy influences our ambitions, feelings, self-esteem, family-life etc.? What are the benefits of teamwork and of workers' unions? What kind of leisure are we capable of?
- The course is designed to enable students to recognize and to understand new trends in shaping postmodern society by the economy sector in the society: more specifically, by the influence of division of labour, types of work, and the role of different institutions in shaping our lives. The students will be provided with necessary knowledge to be able to compare and analyse different work experiences from all over the world. Its aim is also to encourage students to discuss the impact of contemporary "work cultures and styles" on the quality of human living, customs, and relations as a whole. The issues concerning future of work and leisure in the contemporary world will give the students a solid framework to understand major social dimensions of the global society.

**Conditions for enrolment in the course:**

None

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**Expected learning outcomes of the course:**

A student will be able to:

- CLO1:** Explain social dimensions of work through synthesis of different theoretical perspectives and research insights
  - CLO2:** Discuss work-related experiences through application of key concepts from sociological perspectives of work, social research in general, and discipline-specific vocabulary
  - CLO3:** Compose job application materials and present themselves in a professional manner in a job interview (verbal, nonverbal, vocal communication)
  - CLO4:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding different aspects of work, leisure, and unemployment in written format (discussion papers), and in competitive debates (in keeping with the academic standards)
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**Course content:**

Sociological perspectives on work (and leisure)

Embarking in Careers

Work Roles

Socialization to Work

Work and Gender

Work and Discrimination

Occupational Careers

Social Mobility and Work

Fulfilment and Discontent at Work

Work and Unemployment

Work and Family Life

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**Teaching delivery methods:**

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

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**Student obligations:**

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

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**Monitoring student work:**

Activity	ECTS
Discussions	1.2
Discussion papers	1.2
Project Assignment	1.2
Exam 1	0.6
Exam 2	0.6
Exam 3	0.6
Exam 4	0.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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

Component	Points/%
Exam 1	10
Exam 2	10
Exam 3	10
Exam 4	10

Discussions	20
Discussion papers	20
Project Assignment	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

- Robbins, R. H. (2011). *Global Problems and the Culture of Capitalism*. Allyn and Bacon.
- McCraw, T., K. (1997). *Creating Modern Capitalism*. Harvard University Press.
- Shaw, R. (1999). *Reclaiming America*. University of California Press.
- Ritzer, G. (2007). *Globalization of Nothing*. Pine Forge Press.
- Stiglitz, J. E. (2003). *Globalization and its Discontents*. W.W.Norton & Company.
- Vago, S. (2003). *Social Change* (5th edition). Prentice Hall.
- Rubin, B. (1995). *Shifts in Social Contract*. Pine Forge Press.
- Rothman, R. (1998). *Working: Sociological perspectives*. Prentice Hall.
- Honore, C. (2005). *In Praise of Slowness*. HarperOne.

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**Additional reading:**

- Additional excerpts from classics in sociology, as well as more recent scholarly and popular articles, available on myCourses.

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

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