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RIT CROATIA PROGRAM DELIVERY PLAN FOR ACADEMIC YEAR 2025/2026

PROGRAM TITLE: WEB AND MOBILE COMPUTING – ZAGREB

TYPE OF PROGRAM: Undergraduate professional program

LOCATION: Zagreb

FALL SEMESTER DATES: September 1st – December 18th

FALL SEMESTER FINALS: December 10th – 16th

SPRING SEMESTER DATES: January 19th – May 15th

SPRING SEMESTER FINALS: May 7th – 13th

LANGUAGE: English

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1. SPRING SEMESTER SCHEDULE

Time columns: 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

MON

(online / HYBRID):
- Literature and Cultural Studies ENGL-210 (Friganovic Sain) online OS HYBRID
- Beginning Italian I - 1 MLIT-201 (Friganovic Sain) online OS HYBRID
- Intermediate Spanish I- 2 MLSP-301 (Peric) online OS

Lab 3:
- App Develop Practices ISTE-422 (Marasovic) Lab 3
- Software Dvlpmt and Problem Solv I GCIS-123 (Mutka) Lab 3
- Designing User Exp ISTE-260 (Radovan) Lab 3
- Cost Accounting ACCT-430 (Vejzagic) Lab 3
- Mobile App Development ISTE-454 (Ozetski) Lab 3

Room 1:
- Princ of Microeconomics - 1 ECON-101 (Samardzija) Room 1
- Princ of Microeconomics - 2 ECON-101 (Samardzija) Room 1
- NMD Graphical User Interface - 1+2 NMDE-302 (Dolic) LEC Room 1
- NMD 3D - 1 +2 NMDE-202 (Miscevic) LEC Room 1

Room 6:
- Culture Class (Miscin E.) Room 6
- Critical Rdng and Writing- 5 UWRT-100 (Miscin E.) Room 6
- Writing Seminar - 1 UWRT-150 (Miscin E.)NMD/WMC Room 6
- Critical Rdng and Writing- 6 UWRT-100 (Miscin E.) Room 6
- Business Ethics - 1 MGMT-340 (Marszalek) Room 6
- Public Speaking - 3 COMM-201 (Poropat Darrer) Room 6

Room 7:
- Literature and Cultural Studies ENGL-210 (Friganovic Sain) online OS HYBRID
- Beginning Italian I - 1 MLIT-201 (Friganovic Sain) online OS HYBRID
- College Algebra - 1 MATH-101 (Soric) Room 7
- College Algebra - 2 MATH-101 (Soric) Room 7
- Second Year Seminar WMC ISTE-99 (Kuzina) Room 7
- Strategic Management-1 MGMT-560 (Markovic) Room 7
- Info Systems and Tech - 1 MGIS-130 (Bara) Room 7
- Info Systems and Tech - 2 MGIS-130 (Bara) Room 7

Lab 9:
- Intro to Statistics I - 1 STAT-145 (Tabak) Lab 9
- Intro to Statistics I - 2 STAT-145 (Tabak) Lab 9

Room 10:
- Financ Accounting- 1 ACCT-110 (Schmidt) Room 10
- Financ Accounting-2 ACCT-110 (Schmidt) Room 10
- Survey: Renaissance to Modern Art ARTH-136 (Kamber) Room 10
- 20th Century Art ARTH-369 (Kamber) Room 10
- Intro to Philosophy - WMC/NMD PHIL-101 (Borsic) Room 10

Lab 12:
- NMD Interact Dsgn and Alg prob Solv I - 1 IGME-101 (Poljicak) Lab 12
- NMD Interact Dsgn and Alg prob Solv I - 2 IGME-101 (Poljicak) Lab 12

Room 35:
- Drawing I - 1 FDTN-111 (Hudspeth) Room 35
- Drawing I - 2 FDTN-111 (Hudspeth) Room 35

Room 36:
- Careers in Business - 1 SCBI-35(Kuzina) Room 36
- Principles of Marketing - 1 MKTG-230 (Anticic) Room 36
- Consumer Behavior MKTG-350 (Anticic) Room 36
- Principles of Marketing - 2 MKTG-230 (Anticic) Room 36
- Global Bus Environ - 1 INTB-225 (Vejzagic) Room 36
- Global Bus Environ - 2 INTB-225 (Vejzagic) Room 36
- Strategic Management-2 MGMT-560 (Markovic) Room 36
- Strategic Management-3 MGMT-560 (Markovic) Room 36

Room 45:
- Discrete Math MATH-131 (Tabak) Room 45
- Organizational Effect Skills - 1 MGMT-320 (Vidovic) Room 45
- Intro to Psychology - 2 PSYC-101 (Havelka Mestrovic) Room 45
- Intro to Psychology - 3 PSYC-101 (Havelka Mestrovic) Room 45

Lab 46:
- Intermediate Investments FINC-362 (Condic Jurkic) Lab 46
- Financial Management II FINC-352 (Condic Jurkic) Lab 46
- Operations Mgmt - 1 DECS-310 (Soric) Lab 46
- Intro to Statistics I - 3 STAT-145 (Tafro) Lab 46

VC Room 5:
- RIT 365 - 1 YOPS-10 NMD(Busa)VC Room 5
- Public Speaking - 1 COMM-201 (Patekar) VC Room 5
- RIT 365 - 2 YOPS-10 (Obadic)VC Room 5
- Public Speaking - 2 COMM-201 (Poropat Darrer) VC Room 5
- NMD Motion Graphics - 1+2 NMDE-305 (Svaner) LEC VC Room 5

TUE

(online):
- Business Ethics - 2 MGMT-340 (Kuznin) online OS
- Business Ethics - 3 MGMT-340 (Kuznin) online OS

- Culture and Globalization ANTH-210 (Bazdan) online OS
- Intermediate German I- 2 MLGR-301 (Bozinovic) joint online OS
- Intro to Philosophy - WMC/NMD PHIL-101 (Bazdan) online OS

- Intermediate Italian I MLIT-301 (Friganovic Sain) joint Dbk online OS
- Beginning Italian I - 2 MLIT-201 (Friganovic Sain) online OS

Lab 3:
- Financial Management- 1 FINC-220 (Condic Jurkic) Lab 3
- Financial Management- 2 FINC-220 (Condic Jurkic) Lab 3
- Web and Mobile I ISTE-140 (Mihaljevic) Lab 3
- Applied Data Struct and Alg ISTE-222 (Mihaljevic) Lab 3
- Server Programming ISTE-341 (Marasovic) Lab 3
- Design for Developers ISTE-144 (Simisic Pasic) Lab 3

Room 1:
- Critical Rdng and Writing- 1 UWRT-100 (Miscin S.) Room 1
- Critical Rdng and Writing-2 UWRT-100 (Miscin S.) Room 1
- Princ of Microeconomics - 3 ECON-101 (Samardzija) Room 1
- Princ of Microeconomics - 4 ECON-101 (Samardzija) Room 1
- NMD Elements II - 1 +2 NMDE-201 (Jelusic) LEC Room 1

Room 6:
- Principles of Marketing - 3 MKTG-230 (Anticic) Room 6
- Business I - 4 MGMT-101 (Coleman) Room 6
- Intro to Academic English ELCA-62 (Miscin E.) GBM/WMC/NMD Room 6
- Critical Rdng and Writing-3 UWRT-100 (Cengic) Room 6
- Critical Rdng and Writing-4 UWRT-100 (Cengic) Room 6

Room 7:
- Intro to Psychology - 1 PSYC-101 (Tadic Vujcic) Room 7
- Intermediate Italian I MLIT-301 (Friganovic Sain) joint Dbk online OS
- Beginning Italian I - 2 MLIT-201 (Friganovic Sain) joint Dbk online OS HYBRID
- Global Bus Environ - 3 INTB-225 (Vejzagic) Room 7
- Global Bus Environ - 4 INTB-225 (Vejzagic) Room 7

Lab 9:
- NMD Graphical User Interface - 1 NMDE-302 (Dolic) LAB Lab 9
- NMD Graphical User Interface - 2 NMDE-302 (Dolic) LAB Lab 9

Room 10:
- Financ Accounting-3 ACCT-110 (Schmidt) Room 10
- Financ Accounting-4 ACCT-110 (Schmidt) Room 10
- Organizational Effect Skills -2 MGMT-320 (Vidovic) Room 10
- Principles of Marketing - 4 MKTG-230 (Anticic) Room 10

Lab 12:
- NMD Capstone I NMDE-401 (Klemencic) LEC Lab 12
- NMD 3D - 1 NMDE-202 (Miscevic) LAB Lab 12

Room 35:
- 2D Design I - 1 FDTN-121 (Miller) Room 35
- 2D Design I - 2 FDTN-121 (Miller) Room 35

Room 36:
- HR Management - 1 HRDE-380 (Vidovic) Room 36
- HR Management - 2 HRDE-380 (Vidovic) Room 36
- Intro to Psychology - 4 PSYC-101 (Havelka Mestrovic) Room 36
- Cognitive Psychology PSYC-223 (Havelka Mestrovic) - 1 Room 36
- Cognitive Psychology PSYC-223 (Havelka Mestrovic) - 2 Room 36

Room 45:
- Writing Seminar - 2 UWRT-150 (Miscin E.)NMD/WMC Room 45
- College Algebra - 3 MATH-101 (Tabak) Room 45
- College Algebra - 4 MATH-101 (Tabak) Room 45
- Business I - 1 MGMT-101(Barbic) Room 45
- Business I - 2 MGMT-101(Barbic) Room 45
- Business I - 3 MGMT-101(Barbic) Room 45

Lab 46:
- Operations Mgmt - 2 DECS-310 (Soric) Lab 46
- Client Programming ISTE-340 (Marasovic) Lab 46
- Operations Mgmt - 3 DECS-310 (Soric) Lab 46

VC Room 5:
- Second Year Seminar ISTE-99 - NMD (Kuzina) Room 5
- RIT 365 - 3 YOPS-10 (Turkovic)VC Room 5
- Intermediate French I MLFR-301 (Kovacevic) PL VC Room 5
- Beginning French I MLFR-201 (Kovacevic) PL VC Room 5

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WED

Beginning German I -1 MLGR- 201 (Bozinovic) online OS | **Beginning German I - 2** MLGR-201 (Bozinovic) online OS | **Intermediate German I- 1** MLGR - 301 (Bozinovic) online OS — online | online | online | online | online

Beginning Spanish I -1 MLSP - 201 (Peric) online OS | **Beginning Spanish I -2** MLSP - 201 (Peric) online OS | **Intermediate Spanish I- 1** MLSP - 301 (Peric) online OS

Literature and Cultural Studies ENGL-210 (Friganovic Sain) online OS HYBRID | **Beginning Italian I - 1** MLIT- 201 (Friganovic Sain) online OS HYBRID

Lab 3										
App Develop Practices ISTE-422 (Marasovic) Lab 3	Software Dvlpmt and Problem Solv I GCIS-123 (Mutka) Lab 3	Designing User Exp ISTE-260 (Radovan) Lab 3	Lab 3	Lab 3		Cost Accounting ACCT-430 (Vejzagic) Lab 3	Mobile App Development ISTE-454 (Ozetski) Lab 3	Lab 3	Lab 3	
Princ of Microeconomics - 1 ECON-101 (Samardzija) Room 1	Princ of Microeconomics - 2 ECON-101 (Samardzija) Room 1	Room 1	Room 1	Advertising and Promo Mgm MKTG-370 (Carev) Room 1	Strategic Management-1 MGMT-560 (Markovic) Room 1	Room 1	Room 1	Room 1	Room 1	Room 1
Critical Rdng and Writing- 5 UWRT-100 (Mscin E.) Room 6	Writing Seminar - 1 UWRT-150 (Mscin E.)NMD/WMC Room 6	Critical Rdng and Writing- 6 UWRT-100 (Mscin E.) Room 6	Room 6	Business Ethics - 1 MGMT-340 (Marszalek) Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	
Literature and Cultural Studies ENGL-210 (Friganovic Sain) online OS HYBRID	Beginning Italian I - 1 MLIT- 201 (Friganovic Sain) online OS HYBRID	College Algebra - 1 MATH-101 (Soric) Room 7	College Algebra - 2 MATH-101 (Soric) Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	
NMD Digital Survey I - 1 NMDE-111 (Klemencic) LAB Lab 9		NMD Digital Survey I - 2 NMDE-111 (Klemencic) LAB Lab 9		Lab 9		NMD Motion Graphics - 1 NMDE-305 (Svaner) LAB Lab 9		Lab 9	Lab 9	
Financ Accounting- 1 ACCT-110 (Schmidt) Room 10	Financ Accounting- 2 ACCT-110 (Schmidt) Room 10	Scientific Inq in Environ Sci -1 ENVS-151 (Puskaric) Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	
NMD Interactive 4 NMDE-404 (Dolic) LEC Lab 12		Contemporary Databases ISTE-438 (Mihaljevic) Lab 12	NMD Interact Dsgn and Alg prob Solv I- 1 IGME-101 (Poljicak) Lab 12	NMD Interact Dsgn and Alg prob Solv I-2 IGME-101 (Poljicak) Lab 12		NMD 3D - 2 NMDE-202 (Miscevic) LAB Lab 12		Lab 12	Lab 12	
Drawing I - 1 FDTN-111 (Hudspeth) Room 35		Room 35	Drawing I - 2 FDTN-111 (Hudspeth) Room 35	Room 35	Room 35	Room 35	Room 35	Room 35	Room 35	
Principles of Marketing - 1 MKTG-230 (Anticic) Room 36	Room 36	Consumer Behavior MKTG-350 (Anticic) Room 36	Principles of Marketing - 2 MKTG-230 (Anticic) Room 36	Global Bus Environ - 1 INTB-225 (Vejzagic) Room 36	Global Bus Environ - 2 INTB-225 (Vejzagic) Room 36	Strategic Management-2 MGMT-560 (Markovic) Room 36	Strategic Management-3 MGMT-560 (Markovic) Room 36	Room 36	Room 36	
Discrete Math MATH-131 (Tabak) Room 45	Room 45	Room 45	Room 45	Organizational Effect Skills - 1 MGMT-320 (Vidovic) Room 45	Intro to Psychology - 2 PSYC-101 (Havelka Mestrovic) Room 45	Intro to Psychology - 3 PSYC-101 (Havelka Mestrovic) Room 45	Room 45	Room 45 Room 45	Room 45	
Intermediate Investments FINC-362 (Condic Jurkic) Lab 46	Financial Management II FINC-352 (Condic Jurkic) Lab 46	Operations Mgmt - 1 DECS-310 (Soric) Lab 46	Lab 46	Lab 46	Found of Wear and Ubi Computing ISTE-358 (Martinic) Lab 46	Intro to Statistics I - 1 STAT-145 (Tafro) Lab 46	Lab 46	Lab 46		
Careers in Business - 2 SCBI-35(Fable) VC Room 5	VC Room 5	VC Room 5	VC Room	Public Speaking COMM-201 (Patekar) VC Room 5	RIT 365 - 4 YOPS-10 (Obadic)VC Room 5	Public Speaking - 2 COMM-201 (Poropat Darrer) VC Room 5	Public Speaking - 3 COMM-201 (Poropat Darrer) VC Room 5	VC Room	VC Room 5	VC Room 5 VC Room 5

THU

Business Ethics - 2 MGMT-340 (Kuzrin) online OS | **Business Ethics - 3** MGMT-340 (Kuzrin) online OS — online | online | online | online

Intermediate German I- 2 MLGR-301 (Bozinovic) joint Dbk online OS | **Intro to Philosophy - WMC/NMD** PHIL-101 (Bazdan) online OS

Intermediate Italian I MLIT-301 (Friganovic Sain) joint Dbk online OS HYBRID

Lab 3 / Room rows									
Financial Management- 1 FINC-220 (Condic Jurkic) Lab 3	Financial Management- 2 FINC-220 (Condic Jurkic) Lab 3	Web and Mobile I ISTE-140 (Mihaljevic) Lab 3	Server Programming ISTE-341 (Marasovic) Lab 3	Intro to Statistics I - 2 STAT-145 (Tabak) Lab 3	Area Head mtg — Lab 3	Design for Developers ISTE-144 (Simisic Pasic) Lab 3	Lab 3	Lab 3	Lab 3
Critical Rdng and Writing- 1 UWRT-100 (Mscin S.) Room 1	Critical Rdng and Writing-2 UWRT-100 (Mscin S.) Room 1	Princ of Microeconomics - 3 ECON-101 (Samardzija) Room 1	Princ of Microeconomics - 4 ECON-101 (Samardzija) Room 1	Advertising and Promo Mgm MKTG-370 (Carev) Room 1	Room 1	Room 1	Room 1		Room 1
Careers in Business - 3 SCBI-35(Fable) Room 6	Principles of Marketing - 3 MKTG-230 (Anticic) Room 6	Business I - 4 MGMT-101(Coleman) Room 6	Intro to Academic English ELCA-62 (Mscin E.) GBM/WMC/NMD Room 6	Room 6	Critical Rdng and Writing- 3 UWRT-100 (Cengic) Room 6	Critical Rdng and Writing- 4 UWRT-100 (Cengic) Room 6	Room 6	Room 6	Room 6
Writing Seminar - 2 UWRT-150 (Mscin E.)NMD/WMC Room 7	Intermediate Italian I MLIT-301 (Friganovic Sain) joint Dbk online OS HYBRID	Room 7	Intro to Psychology - 1 PSYC-101 (Tadic Vujcic) Room 7	Global Bus Environ - 3 INTB-225 (Vejzagic) Room 7	Global Bus Environ - 4 INTB-225 (Vejzagic) Room 7	Info Systems and Tech - 1 MGIS-130 (Bara) Room 7	Info Systems and Tech - 2 MGIS-130 (Bara) Room 7	Room 7	Room 7
NMD Elements II- 1 NMDE-201 (Jelusic) LAB Lab 9		Intro to Statistics I - 1 STAT-145 (Tabak) Lab 9	NMD Elements II - 2 NMDE-201 (Jelusic) LAB Lab 9		NMD Motion Graphics - 2 NMDE-305 (Svaner) LAB Lab 9		Lab 9	Lab 9	
Financ Accounting- 3 ACCT-110 (Schmidt) Room 10	Financ Accounting- 4 ACCT-110 (Schmidt) Room 10	Careers in Business - 4 SCBI-35(Fable) Room 10	Organizational Effect Skills -2 MGMT-320 (Vidovic) Room 10	Principles of Marketing - 4 MKTG-230 (Anticic) Room 10	Intro to Philosophy - WMC/NMD PHIL-101 (Borsic) Room 10	Room 10	Room 10	Room 10	
NMD Capstone I NMDE-401 (Klemencic) LAB Lab 12			NMD Interactive 4 NMDE-404 (Dolic) LAB Lab 12		Lab 12	Lab 12	Lab 12	Lab 12	
2D Design I - 1 FDTN-121 (Miller) Room 35	Room 35	2D Design I - 2 FDTN-121 (Miller) Room 35	Room 35	Room 35	Room 35	Room 35	Room 35	Room 35	
HR Management - 1 HRDE-380 (Vidovic) Room 36	HR Management - 2 HRDE-380 (Vidovic) Room 36	Senior Development Project I ISTE-500 (Zagar) Room 36	Room 36	Cognitive Psychology PSYC-223 (Havelka Mestrovic) - 1 Room 36	Cognitive Psychology PSYC-223 (Havelka Mestrovic) - 2 Room 36	Room 36	Room 36	Room 36	
Room 45	Room 45	Room 45	Intro to Psychology - 4 PSYC-101 (Havelka Mestrovic) Room 45	Business I - 1 MGMT-101(Barbic) Room 45	Business I - 2 MGMT-101(Barbic) Room 45	Business I - 3 MGMT-101(Barbic) Room 45	Room 45	Room 45	
Operations Mgmt - 2 DECS-310 (Soric) Lab 46	Client Programming ISTE-340 (Marasovic) Lab 46	Operations Mgmt - 3 DECS-310 (Soric) Lab 46	Lab 46	Lab 46	Found of Wear and Ubi Computing ISTE-358 (Martinic) Lab 46	Lab 46	Lab 46	Lab 46	
VC Room 5	RIT 365 - 5 YOPS-10 WMC(Busa) VC Room 5	VC Room 5	Essen St Techn ACSC-64(Lipnjak) VC Room 5	VC Room 5	VC Room 5	VC Room 5	VC Room 5		

The following is a weekly schedule grid (FRI):

Beginning German I -1 MLGR 201 (Bozinovic) online OS	Beginning German I - 2 MLGR 201 (Bozinovic) online OS	Intermediate German I- 1 MLGR-301 (Bozinovic)	Intermediate Spanish I- 2 MLSP-301 (Peric) online OS	online	online	online	online
Beginning Spanish I -1 MLSP 201 (Peric) online OS	Beginning Spanish I -2 MLSP 201 (Peric) online OS	Intermediate Spanish I- 1 MLSP-301 (Peric) online OS					
Culture and Globalization ANTH-210 (Bazdan) online OS	Beginning Italian I - 2 MLIT- 201 (Friganovic Sain) joint Dbk online OS HYBRID						
	Software Dvlpmt and Problem Solv I GCIS-123 (Mutka) Lab 3	Applied Data Struct and Alg ISTE-222 (Mihaljevic) Lab 3					
Lab 3	Lab 3	Lab 3	Lab 3	Lab 3	Lab 3	Lab 3	Lab 3
	NMD Digital Survey I - 1 +2 NMDE-111 (Klemencic) LEC joint Room 1						
Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1	Room 1
Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6	Room 6
	Scientific Inq in Environ Sci -2 ENVS-151 (Puskaric) Room 7	Scientific Inq in Environ Sci -3 ENVS-151 (Puskaric) Room 7					
Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7	Room 7
Lab 9	Lab 9	Lab 9	Lab 9	Lab 9	Lab 9	Lab 9	Lab 9
	Beginning Italian I - 2 MLIT- 201 (Friganovic Sain) joint Dbk online OS HYBRID	Survey: Renaissance to Modern Art ARTH-136 (Kamber) Room 10	20th Century Art ARTH-369 (Kamber) Room 10				
Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10	Room 10
NMD Interact Dsgn and Alg prob Solv I- 1 IGME-101 (Poljicak) Lab 12	Contemporary Databases ISTE-438 (Mihaljevic) Lab 12	NMD Interact Dsgn and Alg prob Solv I- 2 IGME-101 (Poljicak) Lab 12	Lab 12	Lab 12	Lab 12	Lab 12	Lab1 2
Room 35	Room 35	Room 35	Room 35	Room 35	Room 35	Room 35	Room 35
Room 36	Room 36	Room 36	Room 36	Room 36	Room 36	Room 36	Room 36
College Algebra - 3 MATH-101 (Tabak) Room 45	College Algebra - 4 MATH-101 (Tabak) Room 45	Room 45	Room 45	Room 45	Room 45	Room 45	Room 45
Lab 46	Lab 46	Lab 46	Lab 46	Lab 46	Lab 46	Lab 46	Lab 46
Intermediate French I MLFR - 301 (Kovacevic) PL VC Room 5	Beginning French I MLFR - 201 (Kovacevic) PL VC Room 5	VC Room 5	VC Room 5	VC Room 5	VC Room 5	VC Room 5	VC Room 5

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

YEAR 1

FALL 1		Class Hours	Lab hours	Credit Hours	ECTS	Instructor
Course no.	Name					
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
ISTE - 144	Design for Developers	3	0	3	6	Lamila Šimić
MATH - 131	Discrete Mathematics	2	2	4	5	Kristijan Tabak
PHIL - 101	Introduction to Philosophy	3	0	3	5	Luka Boršić

SPRING 1		Class Hours	Lab hours	Credit Hours	ECTS	Instructor
Course no.	Name					
GCIS - 124	Software Development and Problem Solving II	4	2	4	6	Alan Mutka
ISTE - 240	Web & Mobile II	2	1	3	6	Alan Mutka
ISTE - 230	Introduction to Database and Data Modeling	3	0	3	6	Aleksander Radovan
MATH - 161	Applied Calculus	4	0	4	5	Kristina Šorić
UWRT - 100	Critical Reading & Writing	3	0	3	5	Sara Miščin

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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
ISTE-340	Client Programming	3	0	3	6	Kristina Marasović
UWRT - 150	FYW: Writing Seminar	3	0	3	5	J. Patekar, R.Charry, Z.Friganović Sain,E.Miščin
MLSP - 201	Beginning Spanish I	4	0	4	5	Barbara Perić
MLGR - 201	Beginning German I	4	0	4	5	Nikolina Božinović
MLIT - 201	Beginning Italian I	4	0	4	5	Zrinka Friganović Sain
MLFR - 201	Beginning French I	4	0	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
NSSA-290	Networking Essentials for Developers	3	0	3	6	Ivica Draganjac
SWEN-383	Software Design Principles and Patterns	3	0	3	6	Kristina Marasović
MLSP-202	Beginning Spanish II	4	0	4	5	Barbara Perić
MLGR-202	Beginning German II	4	0	4	5	Nikolina Božinović
MLIT-202	Beginning Italian II	4	0	4	5	Zrinka Friganović Sain
MLFR-202	Beginning French II	4	0	4	5	Tea Kovačević
ISTE-499	WMC Co-op 1	0	400	0	12	Iva Kužina

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YEAR 3

Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
	FALL 3					
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	Evelina Miščin, Zrinka Friganović Sain
MLSP - 301	Intermediate Spanish I	3	0	3	4	Barbara Perić
MLIT - 301	Intermediate Italian I	3	0	3	4	Zrinka Friganović Sain
MLGR - 301	Intermediate German I	3	0	3	4	Nikolina Božinović
MLFR - 301	Intermediate French I	3	0	3	4	Tea Kovačević
ISTE-358	Foundations of Wearable & Ubiquitous Computing (Free Elective)	3	0	3	6	Tomas Martinčić

Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
	SPRING 3					
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
PHIL-202	Foundation of Moral Philosophy	3	0	3	5	Vanda Bazdan
PSYC-225	Social Psychology	3	0	3	5	Ana Havelka Meštrović
MLSP - 302	Intermediate Spanish II	3	0	3	4	Barbara Perić
MLIT - 302	Intermediate Italian II	3	0	3	4	Zrinka Friganović Sain
MLGR - 302	Intermediate German II	3	0	3	4	Nikolina Božinović
MLFR - 302	Intermediate French II	3	0	3	4	Tea Kovačević
ISTE-499	WMC Co-op 2	0	400	0	12	Iva Kužina

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YEAR 4

Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
	FALL 4					
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	5	Staša Puškarić
PSYC-223	Cognitive Psychology (Mandatory for Psychology Immersion)	3	0	3	5	Ana Havelka Meštrović
Choose one of the following:						
ANTH-328	Heritage and Tourism	3	0	3	5	Francis Brassard
ANTH-210	Culture and Globalization	3	0	3	5	Vanda Bazdan
ISTE-438	Contemporary Databases	3	0	3	6	Branko Mihaljević

Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
	SPRING 4					
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
PHIL-202	Foundations of Moral Philosophy	3	0	3	5	Vanda Bazdan
PHYL - 221	Psychological Disorders	3	0	3	5	Ana Havelka Meštrović
ISTE-432	Database Application Development	3	0	3	6	Branko Mihaljević
ISTE-470	Data Mining and Exploration	3	0	3	6	Alan Mutka
PHIL – 311	East Asian Philosophy	3	0	3	5	Francis Brassard
SOCI-230	Sociology of Work	3	0	3	5	Vanda Bazdan
COMM-201	Public Speaking	3	0	3	5	Jakob Patekar

* 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.

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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

Course objectives:

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

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use basic programming language constructs in developing a solution

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

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Quizzes	0.3
Class Activities	0.6
Problem Solving	0.6
Assignments	1.5
Practica	1.8
Final Exam	1.2
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

- Lutz, M. (2025). Learning Python (6th ed.). O'Reilly Media

Additional reading:

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

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

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

General Information

Course title:	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.

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

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 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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Student obligations:

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

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
Total	6

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/%
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
Total:	**100**

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.

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

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

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

General Information

Course title: Design for Developers

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):   45 (3+0+0)

Course Description

Course objectives:

- Understand the fundamental elements and principles of visual design.

- Experiment with design thinking and ideation techniques

- Develop proficiency in using computer-based tools for image creation and illustration

- Apply visual design principles to enhance user experience in front-end design

- Cultivate skills in graphic organization and typography for screen-based outputs

- Critically evaluate visual design solutions for effectiveness and aesthetic quality

- Document and present design concepts and processes

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create imagery and graphical forms to communicate visual ideas.

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CLO2: Evaluate the use and effectiveness of visual design solutions and aesthetic qualities.

CLO3: Demonstrate concept generation skills through research artifacts and documentation.

CLO4: Develop effective design solutions using imagery, composition, and typographical elements.

Course content:

This is a production-based course that introduces the basic elements, principles, and methods of visual design. Students will experiment with design thinking, ideation, and concept development techniques as they explore the computer as an illustrative and image generation tool. Emphasis is on effective visual communication and design skills through digital image creation, graphic organisation, and typography for screen-based output

Following topics will be covered:

- Concept
  - Design Process + Thinking
  - Ideation + Creativity
- Elements + Principles
  - Building blocks of design
  - Shape + Image
- Illustrator Bootcamp
  - Vector images
  - Patterns
- Photoshop Bootcamp
  - Raster images
  - Framing
- Figma Bootcamp
  - Layout
  - Wireframing + Prototyping
- Photography
  - Composition
  - Specular and diffuse light
- Collage
  - Image compositing
  - Storytelling
- Color
  - Harmonies + Pairings
  - Contrast + Accessibility
- Icons
  - Semiotics
- Typography

- Classification + Pairing
- Hierarchy
- Layout
- Presentation

Teaching delivery methods:

- Lectures
- Exercises

- In-class Labs

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

Activity	ECTS
Projects	2.4
Exercises	1.5
In-class Labs	1.2
Discussions	0.9
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Projects	40%

Exercises	25%
In-class Labs	20%
Discussions	15%
Total:	**100**

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

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

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

- Galer, M. (2007). *Photography: Foundations for Art & Design : the Creative Photography Handbook.* Focal.
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.

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

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

General Information

Course title: Discrete Mathematics, COS-MATH-131

Course leader: Kristijan Tabak

Study programme: WMC

Course status: Obligatory

Year: First

ECTS points: 5

Teaching hours (L+S+E):   60 (2+0+2)

Course Description

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

Conditions for enrolment in the course:

None/prerequisite

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.

Course content:

- Number Systems
- Sets
- Logic

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignment 1	1.25
Assignment 2	1.25
Assignment 3	1.5
In Class Quizz	1
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%

Assignment 1	25
Assignment 2	25
Assignment 3	30
In Class Quizz	20
Total:	**100**

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

Additional reading:

- None

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 thinking
Course leader:	Luka Boršić
Study programme:	WMC, NMD
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

- to provide a general introduction to logic;
- to find inconsistencies and mistakes in reasoning;
- to identify, evaluate, and construct arguments;
- to understand logical connections and relationships between ideas;
- to understand the relevance and weight of arguments and ideas;
- to analyize problems systematically;
- to evaluate the grounds for or against a decision;
- to evaluate and question one's own beliefs and values.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: becoming familiar with basic concepts of analysis of critical thinking;

CLO2: critically analyse a variety of discourses;

CLO3: create a complete critical analysis of a longer discourse.

Course content:

The main objective of the course is to learn how to explore arguments on all sides and to explain why someone rejects what one rejects before taking a position. This will enable students to figure out the consequences of various ideas, proposals, and problems, generate arguments for each side, and evaluate them. Thinking in principles, rather than case by case, or at least to recognize similar principles in different cases, even if they choose to take different positions on them, is strongly encouraged and recommended.

The course aims to provide knowledge of practical application of analytical and creative thinking rather than a survey of methods, doctrines, and leading ideas.

Teaching delivery methods:

- lectures
- multimedia presentations
- classroom exercises
- discussions

Student obligations:

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

Monitoring student work:

	As1	As2	As3	As4	ECTS	Points
ECTS (hrs)	0.50 (15)	1.25 (37.5)	1,5 (45)	1,75 (52,5)	5 (150)	
Points	10	25	30	35		100
LO1	5	25	5	0	1.75	35
LO2	5	0	10	15	1.5	30
LO3	0	0	15	20	1.75	35

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

Assessment and evaluation of student work

Components of evaluation:

	Component	Points/%
As1	Classroom participation	10
As2	Quizzes	25
As3	Written assignments	30
As4	Final project	35
	Total:	**100**

Required reading:

The material will be supplied by the instructor.

Additional reading:

Selection from:

- J. Freeley, D. L. Steinberg, *Argumentation and Debate. Critical Thinking for Reasoned Decision Making*, Wadsworth Cengage Learning, 2009.
- D. R. Morrow, A. Weston, *A Workbook for Arguments*, Hackett Publishing Company, 2011.
- J. Y. F. Lau, *An Introduction to Critical Thinking and Creativity*, Wiley, 2011.
- H. M. Curtler, *Ethical Argument: Critical Thinking in Ethics*, Oxford University Press, 2004.
- N. M. Cavender, H. Kahane, *Logic and Contemporary Rhetoric*, Wadsworth Cengage Learning, 2010.

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

Course objectives:

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

Conditions for enrolment in the course:

ISTE-120 or GCIS-123 or equivalent course

Expected learning outcomes of the course:

A student will be able to:

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

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

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

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

Practica   1.8

Final Exam   1.2

Total   6

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

Course title:	Web & Mobile II
Course leader:	Ante Poljicak
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

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:

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

Expected learning outcomes of the course:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia and network

Comments:

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

Monitoring student work:

Activity	ECTS
Group project	2
Individual project	2
Lab exercises	1
Final exam	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Individual project	30 %
Group project	30 %
Lab exercises	20 %
Final exam	20 %
Total:	**100**

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.

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

- Beaird, 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

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):   45 (3+0+0)

Course Description

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

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
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Homeworks	40
Midterm Exam	30
Final Exam	30
Total:	**100**

Required reading:

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

Additional reading:

- Fehily, Chris, *SQL Visual QuickStart Guide* (3rd 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 (4+0+0)

Course Description

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
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 I	25
Exam II	25
Exam III	30
Quizzes/ Continuous work/ Participation	20
Total	100

Required reading:

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

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

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

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

RIT | Croatia

General Information

Course title: Critical Reading and Writing

Course leader: Jakob Patekar

Study programme: WMC

Course status: Obligatory

Year: First

ECTS points: 5

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

Expected learning outcomes of the course:

A student will be able to:

CLO1: Critically analyze a variety of texts.

CLO2: Evaluate peer work.

CLO3: Use APA style in citing and referencing.

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
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

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Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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- Scarry, S., & Scarry, J. (2011). The writer's workplace with readings. Building college writing skills. Boston, MA: Wadsworth.

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

  Other recommended resources: http://www.grammarly.com/; https://owl.english.purdue.edu/owl/

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

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

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YEAR 2 – COURSE DESCRIPTIONS

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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.

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

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Conditions for enrolment in the course:

ISTE-121 or GCIS-124 or equivalent course

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

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Student obligations:

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

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
Total	6

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	60
Midterm Exam Theory	10
Midterm Exam Practical	10
Final Exam Theory	10
Final Exam Practical	10
Total:	**100**

Required reading:

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

or

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

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

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: 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): 45 (3+0+0)

Course Description

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

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
Individual Project	2
Final Presentation	0.5
Assignments	2
Video	0.5
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

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

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 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

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.

Conditions for enrolment in the course:

- ISTE-240 Web & Mobile II AND
- GCIS-124 Software Development and Problem Solving II OR 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:

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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
Exam 1	1.5
Exam 2	0.6
Final Exam	0.6
Total	6

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/%
Assignment 1	25
Assignment 2	15
Assignment 3	15
Exam 1	25
Exam 2	10
Final Exam	10
Total:	**100**

Required reading:

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

Additional reading:

- Flanagan, D. (2020). *JavaScript: The Definitive Guide* (7th ed.). O'Reilly Media.
- Barklund, M., & Mardan, A. (2023). *React Quickly* (2nd ed.). Manning Publications.
- Freeman, A. (2023). *Pro ASP.NET Core 7* (10th ed.). Manning Publications.
- Bibeault, B., Katz, Y., & De Rosa, A. (2015). *JQuery in Action* (3rd ed.). Manning Publications.

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:	WMC
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours:	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

 UWRT100 Critical Reading and Writing

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Criticize peer work

CLO3: Produce a research project in written and oral form

Course content:

- conducting research

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

Teaching delivery methods:

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

Student obligations:

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

- Attending peer review and individual conference meetings

Monitoring student work:

Activity   ECTS

Component	ECTS
1 Personal narrative	0.5
2 Research 101 quiz	0.5
3. Research plan	0.5
4 Sources/credibility quiz	0.5
5 Introduction & Literature Review	0.75
6 Peer Review 1	0.25
7 Data collection instrument	0.25
8 Peer Review 2	0.25
9 Research presentation	0.75
10 Final Paper	0.75
Total:	**5.0**

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
1 Personal narrative	10
2 Research 101 quiz	10
3. Research plan	10
4 Sources/credibility quiz	10
5 Introduction & Literature Review	15
6 Peer Review 1	5
7 Data collection instrument	5
8 Peer Review 2	5
9 Research presentation	15
10 Final Paper	15
Total:	**100**

Course learning outcomes-based grading table:

	AS 1	AS 2	AS 3	AS 4	AS 5	AS 6	AS 7	AS 8	AS 9	AS 10	ECTS	Points
ECTS	0.5	0.5	0.5	0.5	0.75	0.25	0.25	0.25	0.75	0.75	5	-
Points	10	10	10	10	10	5	10	5	15	15	-	100
LO1	10			10							1	20
LO2						5		5			0.5	10
LO3		10	10		15		5		15	15	3.5	70

Required reading:

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

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

Additional reading:

Suggested texts:

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.

Other recommended resources: http://www.grammarly.com/;

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

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:	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

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short and simple texts in written form about real life situations.

CLO2: Select appropriate grammar and vocabulary at beginner level.

CLO3: Combine a range of vocabulary to communicate effectively at beginner level.

CLO4: Differentiate some aspects of Hispanic life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

Course title: 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

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short and simple texts in written form about real life situations.

CLO2: Select appropriate grammar and vocabulary at beginner level.

CLO3: Combine a range of vocabulary to communicate effectively at beginner level.

CLO4: Differentiate some aspects of German life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

| Total | 5 |

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

- German College Dictionary, Harper-Colllins, Second Edition (or any other dictionary of the German language, i.e. Beolingus-TU Chemnitz)

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:	Zrinka Friganović Sain
Study programme:	Web and Mobile Computing ZG
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short and simple texts in written form about real life situations.

CLO2: Select appropriate grammar and vocabulary at beginner level.

CLO3: Combine a range of vocabulary to communicate effectively at beginner level.

CLO4: Differentiate some aspects of Italian life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Final Oral Examination	0.5
Homework	0.5

Total	5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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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

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General Information

Course title: Beginning French I

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

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 France and French-speaking countries
- Engage students in in-class dialogues and readings

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short and simple texts in written form about real life situations.

CLO2: Select appropriate grammar and vocabulary at beginner level.

CLO3: Combine a range of vocabulary to communicate effectively at beginner level.

CLO4: Differentiate some aspects of French life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

- **Additional Course Material (Subject to Change) :**
-

- **Les 500 Exercices de phonétique A1/A2 – Hachette, 2009**
- **Les 500 Exercices de grammaire A1-Hachette, 2005**
- **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**

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 Mobile Design, ISTE-252
Course leader:	Aleksander Radovan
Study programme:	WMC
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

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: Organize a mobile application to be able to use external libraries

CLO6: Examine development error fixes by using available debug tools

Course content:

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

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
Assignments	1.25
Midterm Exam	0.75
Final Exam	1.25
Individual Project	1.75
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

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

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.

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.

Conditions for enrolment in the course:

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

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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

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:

Activity	ECTS
Exercises	0.9
Midterm Exam Theory	0.9
Midterm Exam Practical	1.2
Short Quizzes	0.6
Final Project	1.5
Final Exam	0.9
Total	6

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	15
Midterm Exam Theory	15
Midterm Exam Practical	20
Short Quizzes	10
Final Project	25
Final Exam	15
Total:	**100**

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

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

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

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

RIT | Croatia

General Information

Course title:	Networking Essentials for Developers
Course leader:	Alan Mutka
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)

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?

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

Conditions for enrolment in the course:

ISTE-121

Expected learning outcomes of the course:

A student will be able to:

CLO1: Explain the fundamental networking concepts, the role of the OSI and TCP/IP reference models, the functions of the physical and data link layers, the wiring standards, and the operation of switching and routing mechanisms.

CLO2: Analyze wireless networking principles, the IP protocol, IP addressing and subnetting techniques, and the functions of the transport layer (ports, sockets).

CLO3: Create a computer network that implements DHCP, DNS, and NAT services. Analyze network traffic to interpret protocol functionalities, identify attacks, and troubleshoot issues.

CLO4: Analyze network traffic to interpret protocol functionalities, identify attacks, and troubleshoot issues.

CLO5: Develop client and server applications interacting over the TCP/IP protocol.

CLO6: Analyze security vulnerabilities in the TCP/IP protocol suite and implement appropriate countermeasures.

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

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
Midterm Exam	1.25
Final Exam	1.25
Quizzes	1
Homework #1	0.75
Homework #2	0.75
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

-

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

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

General Information

Course title:	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

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

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.

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	1.2
Total	6

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
Total:	**100**

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:	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

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of German life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

Langenscheidt Großwörterbuch Deutsch als Fremdsprache / PONS Großwörterbuch

Deutsch als Fremdsprache or DWDS Website

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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

RIT | Croatia

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

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of Hispanic life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

Course title: Beginning Italian II

Course leader: Zrinka Friganović Sain

Study programme: Web and Mobile Computing ZG

Course status: Obligatory

Year: Second

ECTS points: 5

Teaching hours (L+S+E):   60 (4+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning Italian I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of Italian life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

RIT | Croatia

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

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

RIT | Croatia

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

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 France and French-speaking countries
- Engage students in in-class dialogues and readings

Conditions for enrolment in the course:

Completion of Beginning French I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of French life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total	5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

Course materials

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

Additional Course Material (Subject to Change) :

- **Les 500 Exercices de phonétique A1/A2 – Hachette, 2009**
- **Les 500 Exercices de grammaire A1-Hachette, 2005**
- **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**

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

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

RIT | Croatia

General Information

Course title: ISTE-499 COOPERATIVE EDUCATION 1

Course leader: Irena Guszak

Study programme: WMC

Course status: Obligatory

Year: Second

ECTS points: 12

Teaching hours (L+S+E): 400 (0+0+40)

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:

Minimum 55 (110 ECTS) credits obtained

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Mentored fieldwork	11.7
Co-op evaluation reports	0.3
Total	12

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Mentored fieldwork	97,5
Co-op evaluation reports	2,5
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

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

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.

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

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
Total	6

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/%
Labs	20.00
Project 1	13.33
Project 2	13.33
Project 3	13.33
Week 5 Exam	20.00
Final Exam	20.00
Total:	**100**

Required reading:

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

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.
- Nickoloff, J., & Kuenzli, S. (2019). *Docker in Action* (2nd ed.). Manning Publications Co. LLC.

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

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

RIT | Croatia

General Information

Course title: 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

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:

- GCIS-124 SW Development and Problem Solving 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

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
Total	6

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/%
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
Total:	**100**

Required reading:

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

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.

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: Web and Mobile Computing

Course status: Obligatory

Year: Third

ECTS points: 5

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

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO 1: Interpret basic concepts, research findings and ethical principles in psychology

LO 2: Evaluate logical and objective conclusions about behavior and mental processes from empirical evidence and everyday life

LO 3: Analyze written scientific papers from various psychology topics

Course content:

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

Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

Student obligations:

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

Monitoring student work:

Activity ECTS

Exam   1

Exam 2   1

Exam 3   1

Research report 1,5

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

Research report Group presentation	30/30 10/10
Total:	100/100

Required reading

Myers, D.G. & De Waal N. C. (2018). Psychology (12th 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

RIT | Croatia

General information

Course title: Literature and Cultural Studies (ENGL.210)

Course leader: Evelina MIščin

Study programme: WMC

Course status: Elective

Year: Third

ECTS points: 5

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None.

Expected learning outcomes of the course:

- A student will be able to:

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

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

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

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Course content

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Primers	1.5

Weekly assignments	1.00
Quiz	1.00
Media projects/Essay	1.5
Total	**5**

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

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

Required reading

Required texts:

· David Lodge: Changing Places

· Bill Bryson: I am a Stranger Here Myself

· Francis Scott Fitzgerald: The Great Gatsby

· Philip Roth: The Plot Against America

· James Baldwin: Go Tell it on the Mountain

· Nathaniel Hawthorne: The Scarlet Letter

· Harper Lee: To Kill a Mocking Bird

· Margaret Atwood: A Handmaid's Tale

· Sylvia Plath: The Bell Jar

· Douglas Coupland: Generation X

· Bao Ninh: The Sorrow of War

· Vinge: True Names

Required films:

· Dennie Gordon's What Every Girl Wants

· Phil Alden Robinson's The Field of Dreams

· Woody Allen's Radio Days

· Ava DuVernay Selma

· Frank Capra It's a Wonderful Life

· Clint Eastwood's Pale Rider

· Francois Truffaut's Fahrenheit 451

· Nicholas Ray's Rebel Without a Cause

· John Hughes's The Breakfast Club

· Oliver Stone's Platoon

· James Cameron's The Terminator

Suggested texts:

· Rangno, E.V.N. (2006). Contemporary American Literature (1945-present), DWU

Books: NewYork.

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

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

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning Spanish I and Beginning Spanish II

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Argue one's point in class discussions

CLO3: Support different cultural aspects with appropriate vocabulary

CLO4: Design a presentation on a topic of interest

CLO5: Differentiate grammar structures and vocabulary at intermediate level

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

- Blitt, M.A., Casas, M. & Copple, M.T. (2020). *Exploraciones, curso* intermedio (second edition), Cengage Learning.
- • Hershberger, R., Navey-Davis, S. & Borrás Álvarez, G. (2016). Plazas, Lugar de encuentros (5th ed.), Heinle Cengage Learning.

Additional reading:

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

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:	Zrinka Friganović Sain
Study programme:	Web and Mobile Computing ZG
Course status:	Elective
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning Italian I and Beginning Italian II

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Argue one's point in class discussions

CLO3: Support different cultural aspects with appropriate vocabulary

CLO4: Design a presentation on a topic of interest

CLO5: Differentiate grammar structures and vocabulary at intermediate level

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

- 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: 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

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		
Total	4		

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.
- • Augustyn, P.; Euba, N. (2020). Stationen, Ein Kursbuch für die Mittelstufe. Fourth Edition, Cengage Learning.
- • 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.
- • German College Dictionary, Harper-Colllins, Second Edition (or any other dictionary of the German language, i.e. Beolingus-TU Chemnitz)

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

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
Total	4

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

Bravo!. Eight edition, Muyskens, Harlow, Vialet, Brière

Bravo!, Student Activities Manual, , Muyskens, Harlow, Vialet, Brière

Additional course material:

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/B1 B2 - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015

Edito 2 (méthode de français et cahier d'activités) – Marie-Pierre Baylocq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016

Génération B1 (méthode de français) – P.Dauda, L.Giachino, C. Baracco, Didier, 2016

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

- Student survey

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

RIT | Croatia

General Information

Course title:	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

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.

Expected learning outcomes of the course:

A student will be able to:

CLO1: Evaluate the integration of wearable technologies and ubiquitous computing in contemporary and emerging contexts, considering technical, ethical, and societal dimensions

CLO2: Analyze the historical development and technological evolution of wearable and ubiquitous computing to identify key trends and future directions

CLO3: Develop innovative solutions by integrating sensors, data communication protocols, and hardware-software co-design principles in wearable and IoT systems

CLO4: Construct functional prototypes of IoT and wearable devices, demonstrating advanced proficiency in system design, implementation, and performance evaluation

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:

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

Required reading:

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

Additional reading:

-

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

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

General Information

Course title:	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

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.

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
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
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
Total:	**100**

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: Alan Mutka

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.

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

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: 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
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

Group Project	30
Homework	20
Total:	**100**

Required reading:

- The following are sample texts, from which excerpts might be assigned:
    - Kuo, S. (2005). Run your own web server using Linux & Apache: Install, administer, and secure your own web server. Web Geek Science.
    - Web Development & Design Foundations with HTML5 (8th Edition) by Terry Felke-Morris, Pearson, 2016. ISBN-13: 978-0134322759
    - Felke-Morris, T. (2016). Web development & design foundations with HTML5 (8th ed.). Pearson. ISBN 978-0134322759
    - Holzner, S. (n.d.). The complete reference PHP. Tata McGraw-Hill.

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):	60 (2+0+2)

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Analyze environmental issues.

LO2: Critically evaluate texts and other media on environmental issues.

LO3: Formulate and defend claims and solutions using evidence gathered from primary literature.

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

Course content:

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

Teaching delivery methods:

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

Teaching delivery modes:

- Lectures
- Class discussions
- Fieldtrips

Student obligations:

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

Monitoring student work:

Essay (Assignment 1)   **ECTS** **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.

Participation   **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
Participation	15
Final Exam	30
Total:	**100**

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.

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

- Papers selected from the primary literature (updated annually)

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

Materials available at RIT online library The Wallace Center.

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: 5

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).

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

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
Essay 2	1

Discussions	3
Total	5

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
Total:	**100**

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"

Additional reading:

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

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

● Student survey

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

General Information

Course title: Foundations of Moral Philosophy

Course leader: Vanda Bazdan

Study programme: WMC DU

Course status: Obligatory

Year: Third

ECTS points: 5

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

Course Description

This course is a survey of foundational, and normative, approaches to moral philosophy and their motivating moral questions. Topics will include virtue ethics, deontology, consequentialism, evolutionary foundations of morality, and other approaches. Some of the questions to be examined are: How is human nature related to morality? What are the grounds for moral obligations? Is there an ultimate moral principle? How do we reason about what to do? Can reason determine how we ought to live? What are moral judgments? Are there universal goods? What constitutes a morally worthwhile life? Can morality itself be challenged?

Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To help the student become aware of some of the philosophical assumptions he ordinarily makes.
- To encourage the student to examine those assumptions critically considering the reasons or evidence that could be offered both for and against them.
- To make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them.
- To encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives.
- To acquaint the student with some of the major philosophers and various ethical positions.
- To encourage the student to critically engage various theories in moral philosophy and apply them in consideration of everyday experiences.

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Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Interpret different ethical theories and tenets and apply these in analysis of moral problems/moral issues

CLO2: Compose and evaluate arguments, and anticipate counterarguments, to support and defend their attitudes regarding moral issues in written format (discussion or research papers), and in competitive debates (in keeping with the academic standards)

CLO3: Analyse philosophical and popular texts (appropriate use of concepts and close/critical readings skills assumed)

CLO4: Compose analytical essays, subject being a scholarly paper or a book segment dealing with a specific ethical issue or outlining a relevant philosophical perspective (ability to summarize and assess arguments, proper word choice, structure sentences, and apply grammar and mechanics in keeping with academic standards assumed)

Course content:

Introduction to morality

Why be moral?

Ethics and religion

Ethics and ethical reasoning

Virtue Ethics

Deontology

Consequentialism

Contractarianism

Some particular moral issues

Teaching delivery methods:

- Lectures
- Seminars
- Independent work

- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

Activity	ECTS
Discussions	1
Exam 1	1
Exam 2	1
Essay 1	1
Essay 2	1
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam 1	20
Exam 2	20
Essay 1	20
Essay 2	20
Discussions	20
Total:	**100**

Required reading:

- Shafer-Landau, R. (2017). *The ethical life.* Oxford University Press.

- Graham, G. (2010). *Theories of Ethics*. Routledge.
- Sidgwick, H. (1981). *The Methods of Ethics*. Hackett Publishing Company.
- Shafer-Landau, R. (2020). *Fundamentals of Ethics*. Oxford University Press.

  .

Additional reading:

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

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

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

General Information

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

Course Description

This course explores topics 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. The flavor of the course is experiential and applications-oriented.

Course objectives:

- Obtain new knowledge about Social Psychology.
- Understand the concept of social psychology
- Examine group behavior
- Develop a critical understanding of difusion of responsibility
- To have better understanding about social and group behaviors

Conditions for enrolment in the course:

Prerequisite: Psyc 101

Expected learning outcomes of the course:

A student will be able to:

CLO 1 Describe major people, concepts, and theoretical models covered in the course.

CLO 2 Implement major concepts in social perception and social cognition

CLO 3 Argue sources of attitudes, stereotypes, and prejudices including possible ways of reducing stereotypes and prejudice.

Course content:

- Introduction to social psychology: history, key concepts
- Major experiments in social psychology
- Group effects on behavior
- Difusion of responsibility
- Social Psychology Theories
- Obedience to authority
- Group cohesion

Teaching delivery methods:

- Lectures
- Remote learning
- Project work
- Individual work

Student obligations:

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

Monitoring student work:

Activity	ECTS
Exam 1	0,25
Exam 2	0,5
Exam 3	0,5
Personal Exercise	2,5
Group presentation	1,25
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam 1	5/5
Exam 2	10/10
Exam 3	10/10
Social portfolio and experiment Group presentation	50/50 25/25
Total:	**100**

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:

- Baron & Branscombe (2012) Social Psychology (you have online access via MyCourses and hard copy in library)

- I will place a selection of readings from various sources on MyCourses. I will also direct you to possible resources available through the Wallace Library at RIT.

- Other sources will be advised for use through Wallace Library at RIT and additional readings from various sources will be available on myCourses.

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

- Student survey

- Observation of lectures

- Assessment of the achievement of learning outcomes

General Information

Course title: 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

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

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
Total	4

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

- Blitt, M.A., Casas, M. & Copple, M.T. (2020). *Exploraciones, curso* intermedio (second edition), Cengage Learning.
- • Hershberger, R., Navey-Davis, S. & Borrás Álvarez, G. (2016). Plazas, Lugar de encuentros (5th ed.), Heinle Cengage Learning.

Additional reading:

- Jarvis, A.C. & Lebredo, 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: Zrinka Friganović Sain

Study programme: WMC

Course status: Elective

Year: Third

ECTS points: 4

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

Course Description

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 setting

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
Total	4

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

Required reading:

Pelizza, G. & Mezzadri, M. (2015). Un vero affare! Corso di italiano per gli affari. Bonacci editore. Torino.

• Cherubini, N. (2015). L'italiano per gli affari: Corso comunicativo di lingua e cultura aziendale. Bonacci editore. Roma.

• Cini, L. (2015). Strategie di scrittura: Quaderno di scrittura. Livello intermedio. Bonacci editore, Roma

• 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 millenio. 3rd editon. Heinle Cengage Learning. Boston. MA. United States.

• Tognozzi, E. & Cavatorta, G. (2013). Ponti: italiano terzo millenio. Student Activities Manual.

3rd editon. Heinle Cengage Learning. Boston. MA. United States.

Additional reading:

• Manella, C. (2010). Ecco! Grammatica Italiana. 12th 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 argomenatare in italiano. Livello

intermedio, libro dello studente. 2nd edition. Bonacci editore, Roma.

• Barki P. & Diadori P. (1999). Pro e contro 1/2: conversare e argomenatare 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.

/3, Ascolti autentici per sviluppare la comprensione orale, ALMA Edizioni, Firenze.

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

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		
Total	4		

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Augustyn, P.; Euba, N. (2020). Stationen, Ein Kursbuch für die Mittelstufe. Fourth Edition, Cengage Learning.

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

Langenscheidt Großwörterbuch Deutsch als Fremdsprache / PONS Großwörterbuch Deutsch als Fremdsprache or DWDS Website

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

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
Total	4

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

- Additional course material:

- 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/B1 B2 - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015
- Edito 2 (méthode de français et cahier d'activités) – Marie-Pierre Baylocq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016
- Génération B1 (méthode de français) – P.Dauda, L.Giachino, C. Baracco, Didier, 2016

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-499 COOPERATIVE EDUCATION 2
Course leader:	Irena Guszak
Study programme:	WMC
Course status:	Obligatory
Year:	Third
ECTS points:	12
Teaching hours (L+S+E):	400 (0+0+40)

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:

Completed WMC cooperative education 1.

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 challanges 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.

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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 filed work
- Submitting co-op documentation (registrations, reports, evaluations)

Monitoring student work:

Activity	ECTS
Mentored fieldwork	11.7
Co-op evaluation reports	0.3
Total	12

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Mentored fieldwork	97,5
Co-op evaluation reports	2,5
Total:	**100**

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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

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YEAR 4 – COURSE DESCRIPTIONS

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General Information

Course title: Mobile Application Development I

Course leader: Alan Mutka

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 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[1]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.

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.

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use IOS programming environments to design, code, test and deploy mobile applications

CLO2: Create effective mobile interfaces based on accepted interface conventions

CLO3: Create mobile applications that display various types of digital media

CLO4: Design a mobile application following user location

CLO5: Design an application that can consume web services, and post application and user data to a remote data store

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
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

Total:	100

Required reading:

- Not required

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.

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: Prof. dr. sc. Martin Žagar, Full Prof, with Tenure 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

Course objectives:

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

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.

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

Monitoring student work:

Activity	ECTS
22 Quizzes (each 0.06 ECTS)	1.32
Team Contract and Interview Preparation	0.48
Use Case and User Story Documentation	0.9
Project Charter and Work Breakdown Structure	1.2
Project Plan	0.9
Project Risks and Wireframes & MVP presentation	0.6
Peer Review and Participation	0.6
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Quizzes	22
Team Contract and Interview Preparation	8

Use Case and User Story Documentation	15
Project Charter and Work Breakdown Structure	20
Project Plan	15
Risks and Wireframes & MVP presentation	10
Peer Review and Participation	10
Total:	**100**

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.

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: 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: 5

Teaching hours (L+S+E):   60 (2+0+2)

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.

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.

Conditions for enrolment in the course:

Prerequisite ENVS 150

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.

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
Assignment 1	**1.25**
Assignment 2	**1.25**
Participation and discussion	**2.5**
Total	5

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Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Assignment 1	25
Assignment 2	25
Participation and discussion	50
Total:	**100**

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.

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

- Papers selected from the primary literature (RIT Wallace library)

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

Materials available at RIT online library The Wallace Center.

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

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

General Information

Course title: Cognitive Psychology

Course leader: Ana Havelka Mestrovic

Study programme: GBM, NMD, WMC

Course status: Elective

Year: Fourth

ECTS points: 5

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

Course Description

This course examines how people perceive, learn, represent, remember and use information. Contemporary theory and research are surveyed in such areas as attention, pattern and object recognition, memory, knowledge representation, language acquisition and use, reasoning, decision making, problem solving, creativity, and intelligence. Applications in artificial intelligence and human/technology interaction may also be considered.

Course objectives:
- Develop an understanding of the major theories of cognitive psychology
- Understand the methods involved in cognitive psychology research.
- Examine the ways in which humans differ with regards to the decision making process.
- Apply theories as tools for describing and explaining cognitive strategies in individuals
- Reflect on your own heuristics and mindset

Conditions for enrolment in the course:

Prerequisite: Psyc 101

Expected learning outcomes of the course:

A student will be able to:

CLO1: Compare different cognitive strategies to solve the problems and thinking errors

CLO2: Analyze and disseminate relevant research, and master cognitive terminology used by professional psychologists

CLO 3: Explain empirical evidence for theoretical positions within various areas of cognitive psychology.

Course content:

- Cognition defined and described.
- Assessment of cognitive tests including ethical considerations and the scientific method.
- Brain development.
- Genetic approach to cognitive psychology.
- Mind trap.
- Behavioral/Learning approaches to personality.
- Heuristics
- Cultural/social/anthropological views of personality including non-Western views of cognition.
- Applications to individual differences.

Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

Student obligations:

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

Monitoring student work:

Activity ECTS

Exam 1   1

Exam 2   1

Exam 3   1.5

Cognitive research 1.5

Total 5

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

Assessment and evaluation of student work Components of evaluation:

Component	Points/%
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
Cognitive research	**40/40**
Total:	**100**

Required reading:

- Kanaan and Tversky(2010).Thinking fast and slow

- Gazzaniga (2011). Cognitive Neuroscience

Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

- Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.

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

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

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General Information

Course leader: Francis Brassard

Course title: Heritage and Tourism

Study programme: GBM-IB/HTM/WMC

Course status: Elective

Year: Fourth

Number of ECTS credits: 5

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.

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

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	.75
Short report (3@10%)	30	1.5
Learning cell assignment	15	.75
Midterm presentation	20	1
Final presentation	20	1
Total:	**100**	**5**

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.

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.

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

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General Information

Course title: Culture and Globalization

Course leader: Vanda Bazdan

Study programme: IB, WMC

Course status: Elective/Immersion

Year: Third and Fourth

ECTS points: 5

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

Course Description

This course explores critical issues of globalizing culture. How are ideas, attitudes, and values exchanged or transmitted across conventional borders? How has the production, articulation, and dissemination of cultural forms (images, languages, practices, beliefs) been shaped by global capitalism, media industries, communication technologies, migration, and tourist travels? How are cultural imaginaries forged, exchanged, and circulated among a global consumer public? How has the internationalizing of news, computer technologies, video-sharing websites, blogging sites, and other permutations of instant messaging served to accelerate cultural globalization? Students will be introduced to anthropological perspectives on cultural globalization, the transmission of culture globally, and the subsequent effects on social worlds, peoples, communities, and nations.

Course objectives:

- After completing this course successfully, the students should be able to:
- Demonstrate knowledge of the key perspectives, concepts, and terminologies of cultural globalization.
- Identify appropriate application of analytical tools and fundamental models and methods of analysis for assessing global change and local consequences.
- Demonstrate foundational knowledge of qualitative research skills, including ethnographic and/or sociological research methods, for the analysis of concrete social or political situations in a global context.
- Demonstrate knowledge of the relative rights of peoples, cultures, and societies in a global context.
- Correlate the dynamic relationships between the mandates of globalization, political interests, local traditions, and cultural transformations.

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Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Explain historical, political, economic, and social aspects of globalization through application of key theoretical perspectives.

CLO2: Synthesize data from specific case studies of culture in evaluating impact of globalization.

CLO3: Conduct a literature review of a cultural phenomenon (researching, reading, analysing, evaluating, and summarizing scholarly literature, properly acknowledged sources of information assumed), and present the results in writing and an oral presentation (in keeping with academic standards

CLO4: Compose arguments to support and defend their attitudes regarding current social issues in written format (discussion papers), and in competitive debates (in keeping with the academic standards, evaluation assumed).

Course content:

1. Globalizing Culture
2. Creating global cultural imaginaries
3. The traffic in cultural practices and identities
4. Mediating culture
5. Creating global consumer cultures
6. Cultural globalization and national distinction
7. Transglobal cultural flows
8. Transnational cultural forms
9. Signs, symbols, and ideologies of globalization
10. Translocal culture industries
11. The culture war on a global stage
12. Branding cultural traditions
13. Commodifying cultural memories
14. Cultural authenticity for sale in the global marketplace
15. Globalizing unruly cultural identities

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

Activity	ECTS
Discussions	1.8
Exam 1	1.2
Exam 2	1
Research paper	0.5
Presentation	0.5
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam 1	24
Exam 2	20
Research Paper	10
Presentation	10
Discussions (12x3)	36
Total:	**100**

Required reading:

- Selected chapters and excerpts from the listed readings:
- Ritzer, G. (2021). *Globalization: A Basic Text.* Wiley-Blackwell (3rd edition).
- Lechner, F.J. (2009). Globalization: The making of world society. (1st edition)
- Gannon, Martin J. (2008). *Paradoxes of Culture and Globalization.* Sage Publications.
- Pieterse, Jan Nederveen (ed.) (2009). *Globalization and Culture*. Rowman and Littlefield.
- Gannon, Martin J. et al. (eds.) (2009). *Understanding Global Cultures*. Sage Publishers.
- King, A. (1997). *Culture, Globalization, and the World System*. University of Minnesota Press.
- Xavier, J., and Rosaldo, R. (2008). *The Anthropology of Globalization*. Blackwell.
- 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.
- 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.

Additional reading:

- Excerpts from classics in anthropology, as well as more recent scholarly and popular articles, available on myCourses.

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

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

RIT | Croatia

General Information

Course title: ISTE-438 Contemporary Databases

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

This course will introduce the topic of contemporary databases by covering the design, application, and use of non-relational (NoSQL) database technologies. Topics include an overview of data types, structuring and processing data and knowledge, data transformation, and data storage and warehousing. Students will learn the interaction between relational and non-relational databases in the cloud or other storage media. Programming assignments will be required.

Course objectives:

The goal of this course is to provide students with familiarity in the use of contemporary databases such as non-relational data stores to store various non-traditional forms of data, using more-recently developed database technologies, and to determine appropriate applications of these technologies. The student will also be able to describe the challenges of large datasets, describe and explain the differences in types of data, demonstrate the process of structuring data, describe and explain the technologies enabling different data stores, and describe the use and interaction of structured data and unstructured data.

Conditions for enrolment in the course:

- ISTE-230 or equivalent course
- ISTE-120 or GCIS-124 or equivalent course
- ISTE-240 or equivalent course

Expected learning outcomes of the course:

A student will be able to:

CLO1: Understand the differences among relational and common non-relational data models, including typical use cases and trade-offs.

CLO2: Implement core CRUD operations, basic queries, and aggregations using the common non-relational (NoSQL) platforms (document, wide-column family, key-value, and graph databases)

CLO3: Design appropriate non-relational data models and store types based on data requirements analysis of a given scenario.

CLO4: Build a non-relational data store (NoSQL database) within a contemporary data-centric software solution.

Course content:

Course topics include:

- Introduction to Non-Relational Data Management and NoSQL databases
- RDBMS and SQL review
- Structured data, XML, JSON
- Non-Relational Data Store Types
- Document Databases
- Key-Value Databases
- Other types of Non-Relational and NoSQL Databases
- Optional Advanced Topics in Non-Relational Data Management

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	1.2
Short Quizzes	0.6
Exams	1.2
Final Project	1.8
Final Exam	1.2
Total	6

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	20
Short Quizzes	10
Exams	20
Projects	30
Final Exam	20
Total:	**100**

Required reading:

- Bell, C., & SpringerLink (Online service). (2018). Introducing the MySQL 8 document store (1st ed.). Apress.
- Bradshaw, S., Brazil, E., & Chodorow, K. (2019). MongoDB: The definitive guide: Powerful and scalable data storage (Third ed.). O'Reilly. – selected chapters
- Carpenter, J., & Hewitt, E. (2022). Cassandra: The definitive guide, (revised) third edition. O'Reilly Media.– selected chapters
- Robinson, I., Webber, J., & Eifrem, E. (2015). Graph databases (Second ed.). O'Reilly Media. – selected chapters

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Additional reading:

- Fawcett, J., Quin, Liam R. E., & Ayers, D. (2012). Beginning XML (5th ed.). Wiley.
- Using MySQL as a Document Store, Chapter 22 in MySQL 8.4 Reference Manual
- Aleksendrić, M., Borucki, A., Domingues, L., Hammad, M. A., Hannouch, E., Nair, R., & Palmer, R. (2024). Mastering MongoDB 7.0: Achieve data excellence by unlocking the full potential of MongoDB (Fourth ed.). Packt Publishing Ltd.
- Borucki, A. (2025). MongoDB 8.0 in action, third edition. Manning Publications.
- Misquitta, L., & Willemsen, C. (2025). Neo4j: The definitive guide. O'Reilly Media

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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: Alan Mutka

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 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.

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

Conditions for enrolment in the course:

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

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
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Homework	40
Final Project	40
Final Exam	20
Total:	**100**

Required reading:

- Not required

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.

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

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

RIT | Croatia

General Information

Course title:	Senior Development Project II
Course leader:	Prof. dr. sc. Martin Žagar, Full Prof, with Tenure 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

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

Conditions for enrolment in the course:

Students must have successfully completed the first course (ISTE-500) in this two-course sequence.

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
9 Quizzes (0.075 each)	0.675
Participation and Peer Evaluations	0.825
Project Functionality	0.81
Project Quality	0.81
Deployment Plan and Project Documentation	1.08
Team Status Presentations (3)	0.72
Individual Status Reports (5)	1.08
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Quizzes	11.25
Participation and Peer Evaluations	13.75
Project Functionality	13.5
Project Quality	13.5
Deployment Plan and Project Documentation	18
Team Status Presentations (3)	12
Individual Status Reports (5)	18
Total:	**100**

Required reading:

- None required

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:	Foundations of Moral Philosophy
Course leader:	Vanda Bazdan
Study programme:	WMC DU
Course status:	Obligatory
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

This course is a survey of foundational, and normative, approaches to moral philosophy and their motivating moral questions. Topics will include virtue ethics, deontology, consequentialism, evolutionary foundations of morality, and other approaches. Some of the questions to be examined are: How is human nature related to morality? What are the grounds for moral obligations? Is there an ultimate moral principle? How do we reason about what to do? Can reason determine how we ought to live? What are moral judgments? Are there universal goods? What constitutes a morally worthwhile life? Can morality itself be challenged?

Course objectives:

- To help the student develop the habit of careful analysis and critical evaluation of beliefs.
- To help the student become aware of the importance of basic assumptions in his thinking and acting.
- To help the student become aware of some of the philosophical assumptions he ordinarily makes.
- To encourage the student to examine those assumptions critically considering the reasons or evidence that could be offered both for and against them.
- To make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them.
- To encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives.
- To acquaint the student with some of the major philosophers and various ethical positions.
- To encourage the student to critically engage various theories in moral philosophy and apply them in consideration of everyday experiences.

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Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Interpret different ethical theories and tenets and apply these in analysis of moral problems/moral issues

CLO2: Compose and evaluate arguments, and anticipate counterarguments, to support and defend their attitudes regarding moral issues in written format (discussion or research papers), and in competitive debates (in keeping with the academic standards)

CLO3: Analyse philosophical and popular texts (appropriate use of concepts and close/critical readings skills assumed)

CLO4: Compose analytical essays, subject being a scholarly paper or a book segment dealing with a specific ethical issue or outlining a relevant philosophical perspective (ability to summarize and assess arguments, proper word choice, structure sentences, and apply grammar and mechanics in keeping with academic standards assumed)

Course content:

Introduction to morality

Why be moral?

Ethics and religion

Ethics and ethical reasoning

Virtue Ethics

Deontology

Consequentialism

Contractarianism

Some particular moral issues

Teaching delivery methods:

- Lectures
- Seminars
- Independent work

- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

Activity	ECTS
Discussions	1
Exam 1	1
Exam 2	1
Essay 1	1
Essay 2	1
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam 1	20
Exam 2	20
Essay 1	20
Essay 2	20
Discussions	20
Total:	**100**

Required reading:

- Shafer-Landau, R. (2017). *The ethical life.* Oxford University Press.

- Graham, G. (2010). *Theories of Ethics*. Routledge.
- Sidgwick, H. (1981). *The Methods of Ethics*. Hackett Publishing Company.
- Shafer-Landau, R. (2020). *Fundamentals of Ethics*. Oxford University Press.

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Additional reading:

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

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

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

General Information

Course title:	Psychological Disorders
Course leader:	Ana Havelka Mestrovic
Study programme:	NMD, GBM, WMC
Course status:	Elective
Year:	Fourth
ECTS points:	5
	45 (3+0+0)
Teaching hours (L+S+E):	

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:

- Obtain new knowledge about Psychological Disorders.

- Understanding history and prejudice about disorders

- Understanding the Classification system of disorders DSM 5

- Develop a critical understanding of disorder sympthoms and disagnostic issues

- To have better understanding about different disorders

Conditions for enrolment in the course:

Prerequisite: Psyc 101

Expected learning outcomes of the course:

A student will be able to:

LO1: Explain abnormal vs. normal behaviours in historical, social, and cultural contexts (exams, group-led learning, film project).

LO2: Compare a wide variety of behavior patterns that are labeled as "abnormal" (exams, group-led learning, film project).

LO3: Identify the various diagnostic categories in the DSM-5 (exams, group-led learning, film project)

Course content:

- Introduction to psychological disorders: history, key concepts
- Major classification systems in disorders
- Different diagnostic instruments
- Diagnostic criteria
- Stigmatization of psychological disorders
- Treatment of disorders
- Therapeutic and Biological models in disorders

Teaching delivery methods:

- Lectures
- Remote learning
- Project work
- Individual work

Student obligations:

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

Monitoring student work:

Activity	ECTS
Exam 1	0,25
Exam 2	0,5
Exam 3	0,5
Movie project	2,5
Group presentation	1,25
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam 1	5/5
Exam 2	10/10
Exam 3	10/10
Movie Project	50/50
Group presentation	25/25
Total:	**100**

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.

Movie project promote students' practical involvement within the research of psychological disorders and character analysis

Required reading:

- Durand & Barlow (2013). Essentials of Abnormal Psychology, 6th ed.
- Sue, Sue, Sue, & Sue (2013). Foundations of Abnormal Behavior, 10th ed.

- Selection of readings from various sources on MyCourses. I will also direct you to possible resources available through the Wallace Library at RIT.
- APA Monitor Journal – monthly edition

- Other sources will be advised for use through Wallace Library at RIT and additional readings from various sources will be available on myCourses.

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

- Student survey

- Observation of lectures

- Assessment of the achievement of learning outcomes

RIT | Croatia

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.

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 (ORM) 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

Monitoring student work:

Activity	ECTS
Exercises	1.5
Midterm Exam	1.2
Short Quizzes	0.3
Final Project	1.8
Final Exam	1.2
Total	6

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
Short Quizzes	5
Final Project	30
Final Exam	20
Total:	**100**

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

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

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

RIT | Croatia

General Information

Course title: 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

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

Conditions for enrolment in the course:

ISTAT-145 OR MATH-251 and GCIS-124 OR ISTE-121

Expected learning outcomes of the course:

A student will be able to:

CLO1: Analyze user, software, and hardware requirements to select and evaluate appropriate data mining tools and techniques for solving real-world problems.

CLO2: Design data-driven solutions using mathematical models and IT principles to address complex computational challenges.

CLO3: Construct software systems using contemporary development methodologies, frameworks, and tools to support the data mining lifecycle.

CLO4: Collaborate in team-based projects to design, implement, and present data mining solutions, demonstrating effective communication and leadership

Course content:

- Introduction to Data Mining
- Data / Exploring Data
- Classification
- Association Rules
- Cluster Analysis
- Anomaly Detection

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	0.6
Project	2.4

Total   6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Midterm Exam	15
Final Exam	15
Homework	20
Laboratory	10
Project	40
Total:	**100**

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

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 leader: Francis Brassard

Course title: East Asian Philosophy

Study programme: IB, WMC DU, WMC ZG

Course status: Elective

Year: Fourth

Number of ECTS credits: 5

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

Course Description

· This course is an introduction to the origin and development of the philosophical traditions of primarily China and Japan through a consideration of selected thinkers, schools, and classic texts of Daoism, Confucianism, Buddhism, and Zen. Questions of metaphysics, epistemology, and ethics are emphasized with reference to the nature of reality and the person, social harmony and self-realization, causality, right action, and enlightenment. Comparisons may also be made with Western philosophers, both contemporary and classical.

Course objectives:

1. Define the basic terms and concepts of Daoism, Confucianism, Buddhism, and Zen;
2. Understand the significance of these basic terms and concepts within their specific traditions and cultural contexts;
3. Understand and put into perspective the different forms of religious and spiritual traditions existing today in East Asia and its spheres of influence;
4. Collect, summarise, and report information on the various traditions of East Asia discussed in this course;
5. Identify and discuss issues related to the study of Daoism, Confucianism, Buddhism, and Zen, their history, their influences on social values, ethics, etc.
6. Develop and use the academic practices for critical reading, information management and synthesis of source materials.
7. Make use of instructional feedback concerning strengths and weaknesses of their critical thinking skills and suggested strategies for improvement in their revisions.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

• LO1: Investigate the significance of the basic terms and concepts of the philosophical and religious traditions of East Asia.

• LO2: Discuss the various issues related to the philosophical and religious traditions of East Asia.

• LO3: Debate possible solutions to those issues taking into consideration their implications in modern settings.

Course content:

1. Philosophical and religious traditions of China
2. Philosophical and religious traditions of Japan

Teaching delivery methods:

- Lectures and multimedia presentations
- Class discussions

Student obligations:

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

Components of evaluation:

Component	Points/%	ECTS
What-is-going-on short presentations (4@5%)	20	1
Written assignments (3@10%)	30	1.5
Learning cell assignments 2@ (5% + 10%)	30	1.5
Final presentation	20	1
Total:	**100**	**5**

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.

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 ZG, IB

Course status: Elective

Year: Fourth

ECTS points: 5

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.

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

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 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, evaluation assumed).

Course content:

Sociological perspectives on work (and leisure)

Embarking in Careers

Work Roles

Socialization to Work

Work and Gender

Work and Discrimination

Occupational Careers

Social Mobility and Work

Fulfilment and Discontent at Work

Work and Unemployment

Work and Family Life

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

Activity	ECTS
Discussions	1
Discussion papers	1
Project Assignment	1
Exam 1	0.5
Exam 2	0.5
Exam 3	0.5
Exam 4	0.5
Total	5

Teaching time has been incorporated in time for assignments.

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
Total:	**100**

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.

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: COMM-201 Public Speaking

Course leader: Jakob Patekar

Study programme: Global Business Management

Course status: Elective

Year: Fourth

ECTS points: 5

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

Course Description

Course objectives:

- Equip students with an understanding of the fundamental theories and principles of formal public speaking.
- Teach students to organize informative and persuasive speeches effectively, with emphasis on evidence, language, and strategic delivery.
- Train students in the use of media aids to enhance the impact and clarity of their public speaking presentations.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Explain fundamental concepts of effective public speaking.

CLO2: Evaluate the effectiveness of speeches.

CLO3: Create speeches tailored to specific purposes and audiences.

CLO4: Critically assess one's speech.

Course content:

- Speaking in Public
- Ethics and Public Speaking
- Listening
- Speech Preparation

- Presenting the Speech
- Speaking to Inform
- Speaking to Persuade
- Methods of Persuasion
- Speaking on Special Occasions
- Speaking in Small Groups

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
Speech Analysis Portfolio	1
Quizzes	1
Elevator Pitch Portfolio	1
Informative Speech	1
Persuasive Speech	1
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
1 Speech Analysis Portfolio	20
2 Quizzes	20

3 Elevator Pitch Portfolio	20
4 Informative Speech	20
5 Persuasive Speech	20
Total:	**100**

Required reading:

- Lucas, S. E. (2008). *The Art of Public Speaking* (10th edition). McGraw-Hill.
- Koch, A., & Schmitt, J. (2024). *Speaking with a Purpose* (11th Edition). Rutledge.

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