RIT | Croatia

RIT CROATIA PROGRAM DELIVERY PLAN FOR ACADEMIC YEAR 2025/2026

PROGRAM TITLE: NEW MEDIA DESIGN

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

1. SPRING SEMESTER SCHEDULE

Zagreb Spring 2255 Master Schedule

	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**: Sociology of Work - 56827 SOCI-230 (Bazdan) online OS
- Global Economy and Grassroots-56867 ANTH350 (Bazdan) online OS
- Global Economy and Grassroots-56868 ANTH350 (Bazdan) online OS
- Global Economy and Grassroots- 56869 ANTH350 (Bazdan) online OS — online — online — online
- Literature and Cult. Studies - 56737 ENGL-210(Friganovic Sain) ONLINE OS HYBRID
- Literature and Cult. Studies - 56738 ENGL-210(Friganovic Sain) ONLINE OS HYBRID
- Beginning Spanish II - 56773 MLSP-202(Peric) online OS
- Beginning Spanish II - 56774 MLSP-202(Peric) online OS
- Beginning German II - 56791 MLGR-202 (Bozinovic) online OS
- Beginning German II - 56792 MLGR-202 (Bozinovic) online OS
- **Lab 3**: Management Accounting - 56767 ACCT 210 (Schmidt) Lab 3 | Management Accounting - 56768 ACCT 210 (Schmidt) Lab 3 | Lab 3 | Found of Mob Design-56744 ISTE-252 (Tolic) joint PL Lab 3 | Lab 3 | Lab 3 | Lab 3 | Lab 3 | Lab 3
- **Room 1**: Principles of Macroecon.- 56760 ECON-201 (Samardzija) Room 1 | Principles of Macroecon.- 56761 ECON-201 (Samardzija) Room 1 | Room 1 | Exporting and Gl. Sourc-56783 INTB-315 (Bekic) Room 1 | Exporting and Gl. Sourc.-56784 INTB-315 (Bekic) Room 1 | NMD Interactive III -56876 NMDE-303(Jelusic) joint LEC Room 1 | New Media Design Animation-56846 NMDE 204(Svaner) joint LEC Room 1 | Room 1 | Room 1
- **Room 6**: NMD Interactive II - 56844 NMDE-203(Jelusic) joint LEC Room 6 | Room 6 | Room 6 | Room 6 | NMD Digital Interactive I - 56824 NMDE-103(Mullajupi) LEC joint Room 6 | Room 6 | Room 6 | Room 6
- **Room 7**: Exporting and Gl. Sourc-56782 INTB-315 (Bekic) Room 7 | Business 2 - 56764 MGMT 102 (Coleman) Room 7 | Business 2 - 56765 MGMT 102 (Coleman) Room 7 | Competing Globally-56819 INTB-550 (Markovic) Room 7 | Info Systems and Techn.- 56735 MGIS-130 (Bara)Room 7 | Info Systems and Techn.- 56736 MGIS-130 (Bara)Room 7 | Room 7 | Room 7
- **Lab 9**: Data Lit, Analytics and Dec M.- 58100 BANA-255 (Tabak) Lab 9 | Lab 9 | Intro to Statistics II - 56729 STAT-146 (Tabak) Lab 9 | Intro to Statistics II - 56730 STAT-146 (Tabak) Lab 9 | Lab 9 | Lab 9 | Lab 9 | Lab 9
- **Room 10**: Room 10 | Room 10 | Writing Seminar - 56754 UWRT-150 (Patekar) Room 10 | Room 10 | Professional Selling 56766 MGMT-360 (Anticic) Room 10 | Personal and Small Bus Tax- 56835 ACCT-420 (Schmidt) Room 10 | Seminar in Finance - 56818 FINC-489 (Schmidt) Room 10 | Room 10 | Typography I - 57868 GRDE-102 joint lec (Klemencic) Room 10 | Room 10 | Room 10 | Room 10
- **Lab 12**: Lab 12 | Database App Dvlpmt-56881 ISTE-432 (Mihaljevic) Lab 12 | NM Interactive Design&Alg.Prob.Solving II - 56887 IGME-102 (Poljicak)Lab 12 | Lab 12 | NM Interactive Design&Alg.Prob.Solving II - 58198 IGME-102 (Poljicak) Lab 12 | Lab 12 | Lab 12 | Lab 12 | Lab 12 | Lab 12 | Lab 12
- **Lab 46**: DB Connectivity and Acc.- 56727 ISTE330(Mihaljevic)Lab 46 | Found of Mob Design-56785 ISTE-252 (Radovan) Lab 46 | Lab 46 | Intro to DB and Data Mod-56743 ISTE- 230 (Radovan) Lab 46 | Comput Probl Solving II - 56840 GCIS-124 (Mutka) Lab 46 | Lab 46 | Networking Essen for Developers-56098 NSSA-290 (Draganjac) Lab 46 | Lab 46 | Mobile App Dvlpmt II- 56734 ISTE-456 56653 (Ozetski) Lab 46 | Lab 46 | Lab 46
- **Room 35**: Room 35 | Room 35 | Drawing II - 56817 FDTN-112 (Hudspeth) Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Room 35
- **Room 36**: Organizational Behavior -56747 MGMT-215 (Anticic) Room 36 | Organizational Behavior - 56748 MGMT-215 (Anticic) Room 36 | Communication - 56740 COMM-253 (Poropat Darrer) Room 36 | Communication - 56741 COMM-253 (Poropat Darrer) Room 36 | Communication - 56742 COMM-253 (Poropat Darrer) Room 36 | Room 36 | Competing Globally-56820 INTB-550 (Markovic) Room 36 | Competing Globally-56837 INTB-550 (Markovic) Room 36 | Room 36 | Room 36
- **Room 45**: American Literature-56815 ENGL-312 (Miscin E.) Room 45 | Room 45 | NMD Capstone II- 58096 NMDE-411(Dolic) Room 45 | Room 45 | Foundations of Moral Phil- 58208 PHIL-202 (Borsic) Room 45 | Room 45 | Room 45 | Room 45 | Room 45
- **Room 5**: Social Psychology -58088 PSYC-225 (Havelka Mestrovic)Room 5 | Room 5 | Intro to Psychology -56794 PSYC-101(Havelka Mestrovic)Room 5 | Senior Development Project II - 56796 ISTE-501 (Zagar) VC Room 5 | RIT 365 - 56739 YOPS-10 (Obadic) Room 5 | Room 5 | Room 5 | Design Thinking and Concept Development -56780 MGMT-330 (Miric) VC Room 5 | Room 5 | Design Thinking and Concept Development - 56801 MGMT-330 (Miric) VC Room 5 | VC Room 5 | VC Room 5

TUE

- **ONLINE OS**: Inter Spanish II - 56775 MLSP-302 (Peric) ONLINE OS | online | online | Inter German II - 56793 MLGR-302 (Bozinovic) ONLINE Zoom joint with Dbk | online | online | Web Server Admin & Development - 56880 ISTE 444 (Njiric) ONLINE OS | online | online
- Inter Italian II - 56788 MLIT-302 (Friganovic Sain) ONLINE Zoom joint with Dbk | Beginning Italian II - 56770 MLIT-202(Friganovic Sain) ONLINE Zoom joint with Dbk
- Leading Cross Cultural and Virtual Teams - 56771 MGMT 310 (Kuznin) Online OS | Leading Cross Cultural and Virtual Teams - 56772 MGMT 310 (Kuznin) Online OS
- **Lab 3**: Management Accounting - 56769 ACCT 210 (Schmidt) Lab 3 | Management Accounting - 56858 ACCT 210 (Schmidt) Lab 3 | Intro to Statistics II - 56731 STAT-146 (Tabak) Lab 3 | Intro to Statistics II - 58194 STAT-146 (Tabak) Lab 3 | Lab 3 | Lab 3 | Lab 3 | Lab 3
- **Room 1**: Principles of Macroecon.- 56762 ECON-201 (Samardzija) Room 1 | Principles of Macroecon.- 56889 ECON-201 (Samardzija) Room 1 | NMD Elements III - 56874 NMDE-301 -joint lec (Klemencic) Room 1 | Room 1 | Room 1 | 4D Design - 58104 FDTN-141 (Nesic) LEC Room 1 | 4D Design - 58196 FDTN-141 (Nesic) LEC Room 1 | Room 1 | Room 1
- **Room 6**: NMD Digital Survey II 56822 NMDE-112(Miller) LEC joint Room 6 | Room 6 | Room 6 | Room 6 | Room 6 | Ecology of DC -56797/56799L ENVS-150 (TBD) Room 6 | Room 6 | Room 6 | Room 6
- **Room 7**: Critical Rdng and Wrtng-56758 UWRT-100 (Miscin S.) WMC Room 7 | Room 7 | Business 2 - 56776 MGMT 102 (Anticic) Room 7 | Business 2 - 56849 MGMT 102 (Anticic) Room 7 | Room 7 | Project Management-58102 DECS-350 (Bara) Room 7 | Room 7 | Project Management-58103 DECS-350 (Bara) Room 7 | Room 7
- **Lab 9**: Financial Mgmt - 56732 FINC-220 (Condic-Jurkic) Lab 9 | Financial Mgmt - 56733 FINC-220 (Condic-Jurkic) Lab 9 | Lab 9 | Lab 9 | New Media Design Interactive III - 56877 NMDE-303 (Jelusic) LAB Lab 9 | Lab 9 | Lab 9 | Lab 9 | Lab 9
- **Room 10**: Room 10 | Writing Seminar - 56755 UWRT-150 (Miscin E.) Room 10 | Room 10 | Writing Seminar - 56756 UWRT-150 (Miscin E.) Room 10 | Writing Seminar - 56757 UWRT-150 (Cengic) Room 10 | Room 10 | Public Speaking - 56866 COMM-201 (Dexter) Room 10 | Room 10 | Room 10 | Room 10
- **Lab 12**: Lab 12 | Lab 12 | NMD Experimental- 58094 NMDE-406 (Dolic) LEC Lab 12 | Lab 12 | Lab 12 | Lab 12 | Lab 12
- **Lab 46**: Data Lit, Analytics and Dec M.- 58101 BANA-255 (Tabak) Lab 46 | Web and Mobile II – 56787 ISTE 240 (Mutka) Lab 46 | Software Dsgn Princ and Pat- 56829 SWEN-383 (Marasovic) Lab 46 | Adv. Corporate Financial Planning - 56781 FINC-430(Condic-Jurkic) Lab 46 | Lab 46 | Lab 46 | Lab 46 | Lab 46 | Lab 46
- **Room 35**: Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Drawing II - 56836 FDTN-112 (Hudspeth) Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Room 35
- **Room 36**: 20th Century Art- 56863 ARTH-368 (Kamber) Room36 | Survey: Ancient to Medieval Art ARTH-135 56848 (Kamber) Room 36 | Digital Marketing - 56763 MKTG-320 (Madjer) Room 36 | Room 36 | Psychological Disorders- 58090 PSYC-221(Havelka Mestrovic) Room 36 | Psychological Disorders - 58091 PSYC-221(Havelka Mestrovic) Room 36 | Social Psychology - 58089 PSYC-225(Havelka Mestrovic) Room 36 | Room 36 | Room 36
- **Room 45**: Organizational Behavior - 56749 MGMT-215 (Vidovic) Room 45 | Organizational Behavior -58193 MGMT-215 (Vidovic) Room 45 | Data Mining and Exploration- 56821 ISTE-470 (Mutka) Room 45 | Applied Calculus - 56725 MATH-161 (Soric) Room 45 | Applied Calculus - 56726 MATH-161 (Soric) Room 45 | Room 45 | Room 45 | Room 45 | Room 45
- **VC Room 5**: VC Room | VC Room 5 | VC Room 5 | VC Room 5 | American Literature-56816 ENGL-312 (Miscin E.) Room 5 | VC Room VC Room | Inter French II - 56790 MLFR-302 (Kovacevic) Joint PL with Dbk Room 5 | Beginning French II - 56789 MLFR-202 (Kovacevic) Joint PL with Dbk Room 5 | VC Room 5 | VC Room 5

WED

- **online**: Global Economy and Grassroots-58190 ANTH350 (Bazdan) online OS | Global Economy and Grassroots-56867 ANTH350 (Bazdan) online OS | Global Economy and Grassroots-56868ANTH350 (Bazdan) online OS | Global Economy and Grassroots- 56869 ANTH350 (Bazdan) online OS | online | Inter Spanish II - 58203 MLSP-302 (Peric) ONLINE OS | online | online | online
- Beginning Italian II - 58207 MLIT-202(Friganovic Sain) ONLINE OS HYBRID | Writing Seminar - 58839 UWRT-150 (Charry) Online OS | Writing Seminar - 58195 UWRT-150 (Charry) Online OS
- Literature and Cult. Studies - 56738 ENGL-210(Friganovic Sain) ONLINE OS HYBRID | Beginning Spanish II - 56773 MLSP-202(Peric) online OS | Beginning Spanish II - 56774 MLSP-202(Peric) online OS
- Beginning German II - 56791 MLGR-202 (Bozinovic) online OS | Beginning German II - 56792 MLGR-202 (Bozinovic) online OS
- **Lab 3**: Management Accounting - 56767 ACCT 210 (Schmidt) Lab 3 | Management Accounting - 56768 ACCT 210 (Schmidt) Lab 3 | Lab 3 | Found of Mob Design-56744 ISTE-252 (Tolic) joint PL Lab 3 | NMD Elements III -56875 NMDE-301 (Klemencic) LAB Lab 3 | NMD Interactive I -56825 NMDE-103(Mullajupi) LAB Lab 3 | Lab 3 | Lab 3
- **Room 1**: Principles of Macroecon.- 56760 ECON-201 (Samardzija) Room 1 | Principles of Macroecon.- 56761 ECON-201 (Samardzija) Room 1 | Room 1 | Room 1 | Competing Globally-56819 INTB-550 (Markovic) 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 | Room 6 | Room 6
- **Room 7**: International Finance - 56795 FINC-420(Condic-Jurkic) Room 7 | Room 7 | Room 7 | Room 7 | Intermediate Fin.Accoun.-56814 ACCT-360(Vejzagic) Room 7 | Room 7 | Room 7
- **Lab 9**: Lab 9 | Typography I - 56878 GRDE-102 (Klemencic) LAB Lab 9 | Intro to Statistics II - 56729 STAT-146 (Tabak) Lab 9 | Intro to Statistics II - 56730 STAT-146 (Tabak) Lab 9 | New Media Design Animation- 56847 NMDE-204(Svaner) LAB Lab 9 | Lab 9 | Lab 9
- **Room 10**: Room 10 | Room 10 | Writing Seminar - 56754 UWRT-150 (Patekar) Room 10 | Room 10 | Professional Selling - 56766 MGMT-360 (Anticic) Room 10 | Personal and Small Bus Tax- 56835 ACCT-420 (Schmidt) Room 10 | Seminar in Finance - 56818 FINC-489 (Schmidt) Room 10 | Room 10 | Room 10 | Room 10 | Room 10
- **Lab 12**: New Media Design Interactive II - 56845 NMDE-203 (Jelusic) LAB Lab 12 | NM Interactive Design&Alg.Prob.Solving II - 56887 IGME-102 (Poljicak)Lab 12 | NM Interactive Design&Alg.Prob.Solving II - 58198 IGME-102 (Poljicak)Lab 12 | Lab 12 | Lab 12 | Lab 12 | Lab 12 | Lab 12
- **Lab 46**: Data Lit, Analytics and Dec M.- 58100 BANA-255 (Tabak) Lab 46 | Secure Web App Development - 56786 ISTE 442 (Zagar) Lab 46 | Comput Probl Solving II - 56840 GCIS-124 (Mutka) Lab 46 | Lab 46 | Networking Essen for Developers-56098 NSSA-290 (Draganjac) Lab 46 | Lab 46 | Mobile App Dvlpmt II- 56734 ISTE-456 56653 (Ozetski) Lab 46 | Lab 46
- **Room 35**: Drawing II - 56836 FDTN-112 (Hudspeth) Room 35 | Drawing II - 56817 FDTN-112 (Hudspeth) Room 35 | Room 35 | Room 35 | Room 35 | Room 35 | Room 35
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- **Room 45**: American Literature-56815 ENGL-312 (Miscin E.) Room 45 | Room 45 | Applied Calculus - 56745 MATH-161 (Soric) Room 45 | Applied Calculus - 56746 MATH-161 (Soric) Room 45 | Room 45 | Room 45 | Room 45 | Room 45

RIT | Croatia

THUR

- Inter German II - 56793 MILGR-302 (Bozinovic) ONLINE Zoom joint with Dbk
- Web Server Admin & Development -56880 ISTE 444 (Njiric) ONLINE OS
- Inter Italian II - 56788 MLIT-302 (Friganovic Sain) ONLINE Zoom joint with Dbk
- Beginning Italian II -56770 MLIT-202(Friganovic Sain) ONLINE Zoom joint with Dbk
- Literature and Cult. Studies - 56737 ENGL-210(Friganovic Sain) ONLINE OS HYBRID
- Leading Cross Cultural and Virtual Teams - 56771 MGMT-310 (Kuznin) Online OS
- Leading Cross Cultural and Virtual Teams - 56772 MGMT 310 (Kuznin) Online OS
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- Management Accounting - 56858 ACCT 210 (Schmidt) Lab 3
- Intro to Statistics II - 56731 STAT-146 (Tabak) Lab 3 — Lab 3
- Typography I - 58099 GRDE- 102 (Klemencic) LAB — Lab 3
- NMD Interactive I - 56895 NMDE-103(Mullajupi) LAB Lab 3 — Lab 3 — Lab 3
- Principles of Macroecon.- 56762 ECON-201 (Samardzija) Room 1
- Principles of Macroecon.- 56889 ECON-201 (Samardzija) Room 1
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- Exporting and Gl. Sourc.-56783 INTB-315 (Bekic) Room 1
- Exporting and Gl. Sourc.-56784 INTB-315 (Bekic) Room 1 — Room 1 — Room 1 — Room 1
- Room 6 — Room 6 — Room 6 — Room 6 — Room 6
- Introduction to Ecology - 56850/56853L ENVS-140 (TBD) Room 6
- Introduction to Ecology - 56851/56854L ENVS-140 (TBD) Room 6 — Room 6 — Room 6
- Critical Rdng and Wrtng-56758 UWRT-100 (Miscin S.) WMC Room 7 — Room 7 — Room 7 — Room 7 — Room 7
- Info Systems and Techn. - 56735 MGIS-130 (Bara) Room 7
- Info Systems and Techn. - 56736 MGIS-130 (Bara) Room 7 — Room 7 — Room 7
- Financial Mgmt - 56732 FINC-220 (Condic-Jurkic) Lab 9
- Financial Mgmt - 56733 FINC-220 (Condic-Jurkic) Lab 9
- New Media Design Interactive II - 56871 NMDE-203 (Jelusic) LAB Lab 9 — Lab 9
- New Media Design Animation- 56873 NMDE-204(Svaner) LAB Lab 9 — Lab 9 — Lab 9
- Writing Seminar - 56755 UWRT-150 (Miscin E.) Room 10 — Room 10
- Writing Seminar - 56756 UWRT-150 (Miscin E.) Room 10 — Room 10
- Writing Seminar - 56757 UWRT-150 (Cengic) Room 10 — Room 10 — Room 10
- Foundations of Moral Phil- 58208 PHIL-202 (Borsic) Room 10
- Intermediate Fin.Account.-56814 ACCT-360(Vejzagic) Room 10 — Room 10 — Room 10 — Room 10
- New Media Design Interactive III - 58092 NMDE-303 (Jelusic) LAB Lab 12
- New Media Design Capstone II - 58097 NMDE-411 (Dolic) LAB Lab 12
- Database App Dvlpmt- 56881 ISTE-432 (Mihaljevic) Lab 12 — Lab 12 — Lab 12 — Lab 12 — Lab 12
- Web and Mobile II - 56787 ISTE 240 (Mutka) Lab 46
- Software Dsgn Princ and Pat- 56829 SWEN-383 (Marasovic) Lab 46
- Intro to Statistics II - 58194 STAT-146 (Tabak) Lab 46 — Lab 46
- DB Connectivity and Acc.- 56727 ISTE330(Mihaljevic) Lab 46 — Lab 46 — Lab 46 — Lab 46
- Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — 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
- Psychological Disorders- 58090 PSYC-221(Havelka Mestrovic) Room 36
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- Social Psychology- 58089 PSYC225(Havelka Mestrovic) Room 36 — Room 36 — Room 36 — Room 36
- Organizational Behavior - 56749 MGMT-215 (Vidovic) Room 45
- Organizational Behavior -58193 MGMT-215 (Vidovic) Room 45
- Data Mining and Exploration- 56821 ISTE-470 (Mutka) Room 45
- Applied Calculus - 56725 MATH-161 (Soric) Room 45
- Applied Calculus - 56726 MATH-161 (Soric) Room 45 — Room 45 — Room 45 — Room 45 Room 45
- Ess.Study Techn.- 56753 ACSC-64 (Lipnjak)Room 5
- VC Room 5
- American Literature-56816 ENGL-312 (Miscin E.) Room 5
- VC Room 5
- Public Speaking - 56866 COMM-201 (Dexter) VC Room 5 — VC Room 5 — VC Room 5 — VC Room 5
- VC Room 5

FRI

- online
- Beginning Italian II - 58207 MLIT-202(Friganovic Sain) ONLINE OS HYBRID
- Inter Spanish II - 56775 MLSP-302 (Peric) ONLINE OS
- Inter Spanish II - 58203 MLSP-302 (Peric) ONLINE OS — online — online — online — online
- Global Economy and Grassroots- 58190 ANTH350 (Bazdan) online OS
- Sociology of Work - 56827 SOCI-230 (Bazdan) online OS
- Writing Seminar - 56839 UWRT-150 (Charry) Online OS
- Writing Seminar - 58195 UWRT-150 (Charry) Online OS
- New Media Design Digital Survey II - 56823 NMDE-112 (Miller) LAB Lab 3
- New Media Design Digital Survey II - 56843 NMDE-112 (Miller) LAB Lab 3 — Lab 3 — Lab 3 — Lab 3 — Lab 3 — Lab 3
- Room 1 — Room 1 — Room 1
- Seminar in Management-Doing Bus.in EU and Croatia - 56879 MGMT-489 (Soric,Condic Jurkic,Samardzija,Anticic,Vidovic) Room 1 — Room 1 — Room 1 — Room 1 — Room 1
- Room 6 — Room 6 — Room 6 — Room 6 — Room 6 — Room 6
- Introduction to Ecology - 56852/56855L ENVS-140 (TBD) Room 6
- Introduction to Ecology - 58191/58192L ENVS-140 (TBD) Room 6 — Room 6
- Room 7 — Room 7 — Room 7 — Room 7 — Room 7 — Room 7
- Project Management-58102 DECS-350 (Bara) Room 7
- Project Management-58103 DECS-350 (Bara) Room 7 — Room 7
- 4D Design - 58104 FDTN-141 (Nesic) LAB Lab 9 — Lab 9
- 4D Design - 58196 FDTN-141 (Nesic) LAB Lab 9
- NMD Elements III - 58105 NMDE-301 (Klemencic) LAB Lab 9 — Lab 9 — Lab 9 — Lab 9 — Lab 9
- Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10 — Room 10
- New Media Design Experimental - 58095 NMDE-406 (Dolic) LAB Lab 12
- NM Interactive Design&Alg.Prob.Solving II - 56887 IGME-102 (Poljicak)Lab 12
- NM Interactive Design&Alg.Prob.Solving II - 58198 IGME-102 (Poljicak)Lab 12 — Lab 12 — Lab 12 — Lab 12 — Lab 12
- Data Lit, Analytics and Dec M.- 58101 BANA-255 (Tabak) Lab 46
- Found of Mob Design-56785 ISTE-252 (Radovan) Lab 46 — Lab 46
- Intro to DB and Data Mod- 56743 ISTE- 230 (Radovan) Lab 46
- Comput Probl Solving II- 56840 GCIS-124 (Mutka) Lab 46 — Lab 46 — Lab 46 — Lab 46 — Lab 46 — Lab 46
- Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35 — Room 35
- Survey: Ancient to Medieval Art - 56863 ARTH-135 (Kamber) Room 36
- 20th Century Art - 56863 ARTH-368 (Kamber) Room 36 — Room 36 Room 36 — Room 36 — Room 36 — Room 36 — Room 36 — Room 36
- Room 36
- Applied Calculus - 56745 MATH-161 (Soric) Room 45
- Applied Calculus - 56746 MATH-161 (Soric) Room 45 — Room 45 — Room 45 — Room 45 — Room 45 — Room 45 — Room 45
- VC Room — VC Room 5
- Beginning French II - 56789 MLFR-202 (Kovacevic) Joint PL with Dbk Room 5
- Inter French II - 56790 MLFR-302 (Kovacevic) Joint PL with Dbk Room5
- VC Room 5 — VC Room 5 — VC Room 5 — VC Room 5 — VC Room 5 — VC Room 5 — VC Room 5

DL = Distance Learning Course

RIT | Croatia

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

YEAR 1						
FALL 1						
Course no.	**Name**	**Class Hours**	**Lab hours**	**Credit Hours**	**ECTS**	**Instructor**
FDTN-111	Drawing I	0	6	3	6	Stefanie Hudspeth
FDTN-121	2D Design I	3	3	3	6	Nathaniel Miller
NMDE-111	New Media Design Digital Survey I	2	3	3	6	Mia Klemenčić
UWRT-100	Critical Reading and Writing	3	0	3	5	Sara Miščin
PHIL-101	Introduction to Philosophy	3	0	3	5	Luka Boršić
SPRING 1						
Course no.	**Name**	**Class Hours**	**Lab hours**	**Credit Hours**	**ECTS**	**Instructor**
FDTN 112	Drawing II	0	6	3	6	Stefanie Hudspeth
FDTN-141	4D Design	2	3	3	6	Duška Nešić
NMDE-112	New Media Design Digital Survey II	2	3	3	6	Jurica Dolić
NMDE-103	NMD Interactive I	2	3	3	6	Edmund Mullajupi
UWRT-150	Writing Seminar	3	0	3	5	Miščin, Patekar, Čengić, Charry

RIT | Croatia

YEAR 2					
FALL 2					
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
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IGME-101	New Media Interactive Design and Algorithmic Problem Solving I	4	2	4	6	Ante Poljičak
NMDE-201	New Media Design Elements II	2	3	3	6	Petar Branislav Jelušić
NMDE-202	New Media Design 3D	2	3	3	6	Ines Miščević
PHAR-160	Introduction to Digital Photography	2	3	3	6	Maja Strgar Kurečić
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
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IGME-102	New Media Interactive Design and Algorithmic Problem Solving II	4	2	4	6	Ante Poljičak
NMDE-203	New Media Design Interactive II	2	3	3	6	Petar Branislav Jelušić
NMDE-204	New Media Design Animation	2	3	3	6	Davorin Švaner
ARTH-135	Survey: Ancient to Medieval Art	3	0	3	5	Marija Kamber
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
NMDE-499	NMD Co-op 1	0	200	0	6	Irena Guszak

RIT | Croatia

	YEAR 3				

	FALL 3				
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
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NMDE-302	New Media Design Graphical User Interface	2	3	3	6	Jurica Dolić
NMDE-305	New Media Design Motion Graphics	2	3	3	6	Davorin Švaner
ARTH-136	Survey: Renaissance to Modern Art	2	3	3	6	Marija Kamber
PSYC-101	Intro to Psychology	3	0	3	5	Maja Vurnek Živković
MLSP - 301	Intermediate Spanish I	3	0	3	4	Barbara Perić
MLGR - 301	Intermediate German I	3	0	3	4	Nikolina Božinović
MLIT - 301	Intermediate Italian I	3	0	3	4	Zrinka Friganović Sain
MLFR - 301	Intermediate French I	3	0	3	4	Tea Kovačević

	SPRING 3				
Course no.	Name	Class Hours	Lab hours	Credit Hours	ECTS	Instructor
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NMDE-301	New Media Design Elements III (WI-PR)	2	3	4	6	Mia Klemenčić
NMDE-303	New Media Design Interactive III	2	3	3	6	Petar Branislav Jelušić
GRDE-102	Typography I	2	3	3	6	Mia Klemenčić
ARTH-368	20th Century Art: 1900- 1950	3	0	3	6	Marija Kamber
MLSP-302	Intermediate Spanish II	3	0	3	4	Barbara Perić
MLGR-302	Intermediate German II	3	0	3	4	Nikolina Božinović
MLIT-302	Intermediate Italian II	3	0	3	4	Zrinka Friganović Sain
MLFR-302	Intermediate French II	3	0	3	4	Tea Kovačević
PSYC-225	Social Psychology	3	0	3	5	Iva Takšić
ANTH-350	Global Economy and Grassroots	3	0	3	5	Vanda Bazdan
NMDE-499	NMD Co-op 2	0	200	0	6	Irena Guszak

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YEAR 4						
FALL 4						
Course no.	**Name**	**Class Hours**	**Lab hours**	**Credit Hours**	**ECTS**	**Instructor**
NMDE-401	New Media Design Capstone I	2	3	3	8	Mia Klemečić
NMDE-404	New Media Design Interactive IV	2	3	3	6	Jurica Dolić
ARTH-369	20th Century Art Since 1950	3	0	3	6	Marija Kamber
ENGL-210	Literature and Cultural Studies (WI)	3	0	3	5	Evelina Miščin
PSYC-223	Cognitive Psychology (Mandatory for Psychology Immersion)	3	0	3	5	Ana Havelka Meštrović
ANTH-328	Heritage and Tourism	3	0	3	6	Francis Brassard
ANTH-210	Culture and Globalization	3	0	3	5	Vanda Bazdan

SPRING 4						
Course no.	**Name**	**Class Hours**	**Lab hours**	**Credit Hours**	**ECTS**	**Instructor**
NMDE-406	New Media Design Experimental	2	3	3	6	Jurica Dolić
NMDE-411	New Media Design Capstone II	2	3	3	8	Jurica Dolić
ENVS-150	Ecology of the Dalmatian Coast	2	2	4	5	Marlena Ćukteraš
ISTE-240	Web and Mobile II	3	0	3	6	Alan Mutka
PSYC- 221	Psychological Disorders (Mandatory for Psychology Immersion)	3	0	3	5	Zrinka Puljak, Melita Rukavina
PHIL- 311	East Asian Philosophy	3	0	3	5	Francis Brassard
SOCI-230	Sociology of Work	3	0	3	5	Vanda Bezdan
COMM-201	Public Speaking	3	0	3	5	Jasenka Čengić

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

YEAR 1 – COURSE DESCRIPTIONS

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Analyze and translate observations into concepts and compositions

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

CLO3: Apply suitable drawing techniques for different media

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

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

Course content:

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

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

Teaching delivery methods:

- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments

Monitoring student work:

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

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

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

Components of evaluation:

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

Assignment 4	10
Assignment 5	10
Assignment 6	10
Assignment 7	10
Assignment 8	10
Assignment 9	10
Assignment 10 Final	20
Total:	**100**

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

- Hogarth, Burne. Drawing the Human Head by the author of Dynamic Anatomy (1965)
- Edwards, Betty (1999). Drawing on the Right Side of the Brain, Penguin Putman

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Apply elements and principles of two-dimensional design

CLO2: Utilize appropriate vocabulary to effectively critique and analyze two-dimensional compositions

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

CLO4: Create and deliver a professional presentation, showcasing advanced craftsmanship and effective communication skills

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

CLO6: Apply historical and contemporary references in concept generation

CLO7: Critique their designs and the designs of the others

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create content using image and graphical manipulation.

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

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

CLO4: Integrate creative and conceptualization skills through research, documentation, and exploration of design history and current trends.

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

CLO6: Apply visual elements, principles, imagery, layouts, and AI-assisted tools to interactive creative design.

Course content:

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

Following topics will be covered:

- Fundamentals of images
    - Vector vs. Raster
    - Resolution and size
    - Color space and bit-depth (RGB)
    - Sketching, drawing and the relation to commercial media
    - Bezier Curves, Paths and Anchor Points
    - Working with objects and art boards
    - Color space and bit-depth (RGB vs. CMYK)

- Graphic technology and Imaging
    - Fundamentals of printing
    - Halftoning principles
    - Prepress requirements
    - Color Theory and reproduction

- Image capture and saving
    - Fundamentals of photography (lighting, depth, color, subject, perspective, time)
    - Introduction to camera controls (f-stop, shutter, megapixels)
    - How to take photographs (image capture assignment)
    - Correcting and enhancing digital photographs (RAW and PS tools)
    - Image compressions and file formats for online and storage
    - Working with advanced image correcting and enhancing tools

- Image creation and manipulation
    - Advanced imaging styles
    - Using layers to enhance and combine images

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

- History and Current Trends in Graphic and Digital Design
  - Historical overview of graphic and digital design
  - Development of digital design and new media
  - Current design trends and industry practices

Teaching delivery methods:

- Lectures
- Exercises

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

Activity	ECTS
Projects 1	1
Projects 2	1
Projects 3	1.2

Lab assignments	1.2
Homework	0.4
Written exam	1.2
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

- Ambrose, G., Harris, P., & Ball, N. (2019). *The Fundamentals of Graphic Design*. Bloomsbury Publishing.
- Stone, M. (2016). *A Field Guide to Digital Color*. CRC Press.
- 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.
- Cohen, J., & Kenny, T. (2015*). Producing New and Digital Media: Your Guide to Savvy Use of the Web.* Taylor & Francis.
- Lupton, E., & Phillips, J. C. (2015). *Graphic design: The new basics* (2nd ed.). Princeton Architectural Press.
- Eskilson, S. J. (2023). *Digital design: A history*. Princeton University Press.

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

- Mestha, L. K., & Dianat, S. A. (2018). Control of Color Imaging Systems: Analysis and Design. CRC Press.
- Galer, M. (2007). *Photography: Foundations for Art & Design: The Creative Photography Handbook.* Focal.
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.
- Bierut, M. (2017). *Now you see it, and other essays on design.* Princeton Architectural Press.

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

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

General Information

Course title:	Critical Reading and Writing
Course leader:	Jakob Patekar
Study programme:	GBM, WMC; HTM, NMD
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

Expected learning outcomes of the course:

A student will be able to:

CLO1: Critically analyze a variety of texts.

CLO2: Evaluate peer work.

CLO3: Use APA style in citing and referencing.

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

  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

General Information

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

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None.

Expected learning outcomes of the course:

A student will be able to:

CLO1: Interpret philosophical texts.

CLO2: Evaluate arguments and ideas in different circumstances.

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

Course content:

Why study philosophy?

What philosophy is?

What *is*?

On Truth(s)

Mind matters

Free will, Determinism, and Responsibility

What can one know?

Right and Wrong?

Ethics

What is a human being?

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

- Attending classes
- Submitting projects and assignments

- Participating in discussions

Monitoring student work:

Activity	ECTS
Discussions	2
Exams	2
Paper	1
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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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: Drawing II

Course leader: Stefanie Hudspeth

Study programme: New Media Design

Course status: Obligatory

Year: First

Number of ECTS credits: 6

Teaching hours (L+S+E): 90 (0+0+6)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Drawing I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Apply methods of compositional organization to drawings

CLO2: Apply methods of concept generation and development to drawings

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

CLO4: Use elements and principles of design on drawings

CLO5: Apply suitable color drawing techniques for different media

Course content:

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

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

Teaching delivery methods:

- Presentations
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments

Monitoring student work:

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

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

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

Components of evaluation:

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

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

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

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

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

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

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

General Information

Course title:	4D Design
Course leader:	Ante Poljičak
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Demonstrate a basic working understanding of the elements and principles of four-dimensional design and their function as the building blocks and guidelines for ordering four-dimensional forms
- 3Demonstrate basic skills and methods for exploring, choosing, and applying concept generation, idea fluency, problem solving, research, and questioning to delimit a project's criteria and objectives (divergent and convergent thinking)
- Demonstrate basic skills and methods for exploring, choosing, and applying appropriate media, materials and processes to fulfill a project's criteria and objectives
- Demonstrate basic speaking and critical analysis skills regarding the elements and principles of four-dimensional design

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

CLO4: Use appropriate tools for shooting moving footage.

CLO5: Use historical and contemporary references in idea development.

Course content:

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

Included topics are:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignments	4.2
Final Project	1.8
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

Participation	20%
Total:	**100**

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

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

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

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

NMD Digital Survey I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create symbolic representations by simplifying and reducing complex forms using Gestalt principles and visual abstraction techniques.

CLO2: Analyze the structure and effectiveness of typographic solutions and apply them appropriately across various media.

CLO3: Create effective communication solutions by integrating typography, graphical forms, grid systems, and layout structures.

CLO4: Apply principles of color, shape, line, form, texture, type, and layout to create visual solutions.

CLO5: Implement the stages of the creative design process, including problem identification, research, planning, and final design application.

CLO6: Identify and apply basic color management settings for various media.

Course content:

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

Topics include:

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

- Grid systems
- Typographic grid
- Modular grid
- Media formats and outputs

Teaching delivery methods:

- Lectures
- Exercises

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1	0.9
Project 2	1.2
Project 3	1.5
Assignments	1.8
Written exam	0.6
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam	10%
Project 1	15%

Project 2	20%
Project 3	25%
Assignments	30%
Total:	**100**

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

- Carter, R., Maxa, S., Sanders, M., Meggs, P. B. & Day, B. (2018). *Typographic Design: Form and Communication.* John Wiley & Sons.
- Poulin, R. (2018). *The Language of Graphic Design: An illustrated handbook for understanding fundamental design principles*. Rockport Publishers.
- Samara T. (2020). *Design Elements: Understanding the rules and knowing when to break them - A Visual Communication Manual*, *3rd Edition*, Rockport Publishers.
- Sharma, A. (2018). Understanding Color Management. Wiley.

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

- Weinschenk S. M. (2020). *100 Things Every Designer Needs to Know About People, 2nd Edition*, New Riders
- Lupton, E. & Phillips, J. C. (2015). *Graphic Design: The New Basics,* Princeton Architectural Press
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.
- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Rockport Publishers.

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

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

General Information

Course leader: Petar Branislav Jelušić

Course title: NMD Interactive I

Study programme: New Media Design

Course status: Obligatory

Year: First

Number of ECTS credits: 6

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Develop simple web pages and sites

CLO3: Publish web sites to an appropriate web server.

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

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

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

Course content:

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

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

- Introduction to Web Design

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

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

- HTML
  - o HTML document structure
  - o HTML Tags
  - o Semantic HTML
  - o Embedding media (images, audio, video)
  - o Best Practices
- CSS
  - o Selectors
  - o Box model
  - o Layout and positioning
  - o Responsive Web Design (RWD)
  - o Transitions
  - o Animations
  - o Best Practices
- Web Design Components
  - o Layout
  - o Typography
  - o Color
- Legal and Ethical Issues
  - o Copyright
  - o Digital Rights
  - o Accessibility

Teaching delivery methods:

- Lectures
- Exercises

- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Lab exercises	1
Quizzes	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

General Information

Course title:	WRITING SEMINAR (UWRT 150)
Course leader:	Rebecca Charry Roje
Study programme:	GBM, WMC; HTM, NMD
Course status:	Obligatory
Year:	First, Second
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 Research 101 quiz	0.5
2 Sources/credibility quiz	0.5
3 Integration quiz	0.5
4 Research Plan	0.5
5 Introduction & Literature Review	0.5
6 Peer Review 1	0.25
7 Paper Draft	0.5
8 Peer Review 2	0.25
9 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 Research 101 quiz	10
2 Sources/credibility quiz	10
3 Integration quiz	10
4 Research Plan	10
5 Introduction & Literature Review	10
6 Peer Review 1	5
7 Paper Draft	10
8 Peer Review 2	5
9 Research presentation	15
10 Final Paper	15
Total:	**100**

Required reading:

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

Additional reading:

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

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

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

YEAR 2 – COURSE DESCRIPTIONS

General Information

Course title: Interactive Design & Algorithmic Problem Solving I

Course leader: Ante Poljičak

Study programme: New Media Design

Course status: Obligatory

Year: Second

ECTS points: 6

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

Course Description

Course objectives:

- Provide a foundation for problem solving and abstraction
- Apply problem solving and algorithmic thinking from both a designer and developer context
- Learn software development for creative practice in an active, hands-on manner, with assignments that are visual and interactive

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use fundamental computing concepts including variables, data types, control structures, functions, and parameters.

CLO2: Write object-oriented programs with multiple class files

CLO3: Plan and develop event-driven applications to control media and to provide a high level of user interactivity.

CLO4: Integrate aesthetic and technical considerations in the design of compelling multimedia applications.

Course content:

- The Media-Centric Computing Approach
- Object Oriented Structures and Models
- Data Representation
- Application Design & Logical Flow
- Top Down vs. Bottom Up Design
- Refactoring and Introduction to Advanced Data Encoding
- Computational/Visual applications of Trigonometry-based arithmetic
- String and Character Manipulation

Teaching delivery methods:

- Lectures
- Independent work
- Laboratory
- Mentoring

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Exercises	2.4
Projects	2.2
Quizzes	0.7
Practicals	0.7
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/%
Exercises	35
Projects	35
Quizzes	10
Practicals	10
Participation	10
Total:	**100**

Required reading:

- McCarthy, L., Reas, C., Fry, B., (2015). **Getting started with p5.js: making interactive graphics in JavaScript and Processing:** O'Reilly. ISBN: 9781457186752
-

Additional reading:

- Arslan, E. (2018). *JavaScript with p5.js: Coding for Visual Learners*. Springer. https://doi.org/10.1007/978-1-4842-3426-6

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

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

Course content:

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

Topics include:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Exercise 1 (EX1)	1
Exercise 2 (EX2)	1
Exercise 3 (EX3)	1
Project 1 (P1)	1.33
Project 2 (P2)	1.66
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exercise 1	15%
Exercise 2	15%
Exercise 3	15%
Project 1	20%
Project 2	25%
Activity	10%
Total:	**100**

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

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

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

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

CLO3: Create an animated sequence that utilizes to enhance the visual aesthetic.

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

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

Course content:

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

Covered topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1	1.1
Project 2	1.1
Project 3	1.1
Practical 1	0.7
Practical 2	0.7
Lab exercises	0.5
Participation	0.3
Final exam	0.5
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	20
Project 2	20

Project 3	20
Practical 1	10
Practical 2	10
Labs	5
Participation	10
Final exam	5
Total:	**100**

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

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

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

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

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

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

General Information

Course title: Intro to Digital Photography

Course leader: Maja Strgar Kurečić

Study programme: New Media Design

Course status: Obligatory

Year: First

Number of ECTS credits: 6

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use practical image capture skills in digital photography

CLO2: Understand exposure techniques in manual mode

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

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

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

CLO6: Write an Artist Statement

CLO7: Create a portfolio of photographic work

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignment 1: Shutter	0.8
Assignment 2: Aperture	0.8
Assignment 3: Design Elements	0.8
Assignment 4: Portraiture	0.8
Assignment 5: Still Life Object	0.8
Final Project	2
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

Course title: Beginning Spanish I

Course leader: Barbara Perić

Study programme: GBM, WMC; HTM, NMD

Course status: Elective

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in 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: GBM, WMC, HTM, NMD

Course status: Elective

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in 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
- the German language, i.e. Beolingus-TU Chemnitz)

RIT | Croatia

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

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

General Information

Course title:	Beginning Italian I
Course leader:	Zrinka Friganović Sain
Study programme:	GBM, WMC; HTM; NMD
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

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.

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 I
Course leader:	Tea Kovačević
Study programme:	GBM, WMC; HTM, NMD
Course status:	Elective
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Select appropriate grammar and vocabulary at beginner level.

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

CLO4: Differentiate some aspects of French life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total   5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

- 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 reading:

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

RIT | Croatia

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

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

General Information

Course title:	Interactive Design & Algorithmic Problem Solving II
Course leader:	Ante Poljičak
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	90 (4+0+2)

Course Description

Course objectives:

- Continue the exploration of problem solving and abstraction.
- To explain software development for creative practice in an active, hands-on manner, with assignments that are visual and interactive.
- Extend fundamental design and development concepts to create more complex applications through effective object-oriented design.

Conditions for enrolment in the course:

IGME-101 Interactive Design & Algorithmic Problem Solving I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Employ object-oriented programming designs, ensuring the effective use of inheritance, encapsulation, and polymorphism in moderately complex applications.

CLO2: Utilize efficient data structures, such as arrays, lists, and dictionaries, to manage data effectively within their applications.

CLO3: Develop sophisticated interactive applications using event-driven programming, incorporating complex user inputs and external events to control program flow.

CLO4: Apply debugging and optimization strategies to identify and resolve errors in their code, ensuring robust application performance.

CLO5: Integrate external media files, such as images and videos, enhancing the user experience through innovative and creative media manipulation techniques.

Course content:

- 101 review
- Iteration methods and nesting
- Classes and objects – inheritance
- Errors and debugging
- Collections (including arrays) and other data structures
- File IO and loading external media
- GUI development with HTML Form/DOM elements
- Higher order and callback functions

Teaching delivery methods:

- Lectures
- Independent work
- Laboratory
- Mentoring

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Exercises	2.0
Projects	2.0
Quizzes	0.6
Practicals	1.4
Total	6

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

RIT | **Croatia**

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exercises	30
Projects	30
Quizzes	10
Practicals	20
Participation	10
Total:	**100**

Required reading:

- McCarthy, L., Reas, C., Fry, B., (2015). *Getting started with p5.js: making interactive graphics in JavaScript and Processing*. O'Reilly. ISBN: 9781457186752

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Additional reading:

- Arslan, E. (2018). *JavaScript with p5.js: Coding for Visual Learners*. Springer. https://doi.org/10.1007/978-1-4842-3426-6

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

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

General Information

Course title: NMD Interactive II

Course leader: Petar Branislav Jelušić

Study programme: New Media Design

Course status: Obligatory

Year: Second

Number of ECTS credits: 6

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

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

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

CLO4: Critically assess the ease of use of interactive solutions

CLO5: Implement and publish a simple interactive project

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	5.33

In-class Assignment	0.66
Total	6

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

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

Components of evaluation:

Component	Points/%
Project 1	40%
Project 2	40%
In-class Assignment	10%
Activity	10%
Total:	**100**

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

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

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

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

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

4D Design

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create content for digital animation sequences.

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

CLO3: Develop and present storyboards for an animated storytelling.

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

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

Course content:

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

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

Covered topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Written exam	1
Lab exercises	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

General Information

Course title: Survey: Ancient to Medieval Art

Course leader: Marija Kamber

Study programme: New Media Design

Course status: Obligatory

Year: Second

Number of ECTS credits: 5

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

Course content:

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

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

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

Topics include:

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

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exam	2.2
Homework	1.8

Essay	1
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Participation	10%
Essay	20%
Art Project	10 %
Exam	50%
Homework	10%
Total:	**100**

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

- Janson's History of Art: The Western Tradition, Reissued Edition, Volume 2

- KLEINER, F.S. (2016), *Gardner's Art Through the Ages: A Global History*, Cengage Learning

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

- Chevalier, J., The Dictionary of Symbols

- Brown, K. (2020). The Routledge Companion to Digital Humanities and Art History. Taylor & Francis.

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

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

General Information

Course title: Beginning Spanish II

Course leader: Barbara Perić

Study programme: GBM, WMC, HTM, NMD

Course status: Elective

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in 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 German II

Course leader: Nikolina Božinović

Study programme: GBM, WMC; HTM, NMD

Course status: Elective

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in 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

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 Italian II

Course leader: Zrinka Friganović Sain

Study programme: GBM, WMC, HTM, NMD

Course status: Elective

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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.

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: GBM, WMC; HTM, NMD

Course status: Elective

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in 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:

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 reading:

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:	Cooperative Education I
Course leader:	Irena Guszak
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	6
Teaching hours (L+S+E):	200 (0+0+40)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completed 4 semesters of academic coursework (114 ECTS credits)

Expected learning outcomes of the course:

A student will be able to:

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

LO2: Complete co-op tasks reliably and accurately.

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

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

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

Course content:

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

Teaching delivery methods:

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

Comments:

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

Student obligations:

- Student obligations are aligned with RIT Croatia study and cooperative education bylaws.
- Students have to use MyCourses system and regularly follow course announcements provided by the course instructors. Students have the responsibility of completing all co-op tasks, respecting general rules, laws and ethical principles of the co-op organization. It is expected that students will apply acquired knowledge and competencies in completing individual and team assignments.
- During the co-op period, students are expected to submit all required work reports as well as the "Student cooperative education evaluation form" in the last week of co-op assignment or immediately upon course completion. Co-op evaluation forms (student cooperative education evaluation form and employer cooperative education evaluation form) have to be verified with a proper stamp and signature.

Monitoring student work:

Activity	ECTS
Practical work	5.85
Coop reports	0.15
Total	6

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

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

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

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

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

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

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

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

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

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

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

YEAR 3 – COURSE DESCRIPTIONS

General Information

Course title:	NMD Graphical User Interface
Course leader:	Jurica Dolić
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Develop advanced skills and knowledge for researching, creating, and testing graphical user interfaces across multiple devices.
- Develop skills to leverage existing and emerging technologies to conceptualize, create, test, and analyze human computer interactions.
- Analyze user behavior and how they are a direct result of cognitive mapping, environmental inputs and technological capabilities.

Conditions for enrolment in the course:

NMD Interactive II

Expected learning outcomes of the course:

A student will be able to:

CLO1: Conduct research and develop project plans that guide the design and implementation of a user-centered GUI solution.

CLO2: Create interaction design wireframes that clearly depict the structure and functionality of the interface.

CLO3: Determine appropriate GUI design styles for specific project requirements.

CLO4: Develop a simple, coherent design system that ensures consistency and usability across the GUI.

CLO5: Implement the designed GUI elements into an interactive prototype for web and mobile solutions.

CLO6: Present the solutions in a professional manner and justify the design choices.

Course content:

This course examines the user-centered and iterative design approaches to application and interactive development with a focus on interface design, testing and development across multiple devices. Students will research and investigate human factors, visual metaphors and prototype development to create effective and cutting edge user interfaces.

Topics:

- Introduction to UI Design Process
- Design Research Methods
- User Centric Storytelling
- Design Patterns and Hierarchy
- Human Factors and Accessibility
- Synthesis and Application
- Cognitive and Spatial Mapping
- Prototyping Methods
- Design System Approaches
- Visual Design Methods
- User Testing and Refactoring UI
- Researching Emerging UI
- User Intentionality
- Evaluation and Documentation

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

Monitoring student work:

Activity	ECTS
Projects	4
Assignments	2
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

- Mathis, L. (2016). *Designed for Use: Create Usable Interfaces for Applications and the Web.* Pragmatic Bookshelf.

- Tidwell, J. (2020). Designing Interfaces: Patterns for Effective Interaction Design (3rd ed.). O'Reilly Media, Incorporated.

- Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). *About Face: The Essentials of Interaction Design*. Wiley.

- Saffer, D. (2013). *Microinteractions: Designing with Details*. O'Reilly.

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

- Krug, S. (2014). *Don't make me think, revisited: a common sense approach to Web usability*. New Riders

- Johnson, J (2014). Designing with the mind in mind: simple guide to understanding user interface design guidelines (2nd ed.). Morgan Kaufmann

- Preece, J., Sharp, H. (2019). Interaction Design: Beyond Human-Computer Interaction, Wiley.

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

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

General Information

Course title:	NMD Motion Graphics
Course leader:	Jurica Dolić
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Understand the creative and technical process used in motion graphics production
- Develop skills and techniques to complete 2D and 3D motion graphics projects.
- Ability to implement the core principles of animation and principles of design to complete an animation project
- Ability to incorporate the robust set of tools used for complex motion graphics

Conditions for enrolment in the course:

NMD Animation

Expected learning outcomes of the course:

A student will be able to:

LO1: Develop a clear storyboard for a motion graphics video

LO2: Evaluate the usage and effectiveness of visual design and principles of animation in motion graphics.

LO3: Deploy appropriate motion graphics techniques to develop a motion graphics narrative.

LO4: Write scripts in conjunction with storyboards

LO5: Analyze and critically assess the use of motion graphics techniques in peer and professional projects.

LO6: Develop a full motion graphics project from planning through completion for a specified communication problem.

Course content:

This course will focus on concept development and production techniques related to motion graphics. We will investigate the creative process from conception to production of a final project. We will explore the principles of animation, narrative, type design and production techniques to create a cohesive narrative with motion graphics.

Topics:

- Pre-Production: Storyboards & Pitch Deck
- Comping Style Frames in PS and AI
- Camera Moments: in-Depth
- Track Mattes in-Depth
- Compositing: Green Screen
- Compositing: 3D
- Trap-code Particle Systems

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Weekly Hit	2
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	20%
Project 2	20%
Project 3	20%
The Weekly Hit	30%
Participation	10%
Total:	**100**

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

- Crook, I., & Beare, P. (2017). *Motion Graphics: Principles and Practices from the Ground Up.* Bloomsbury Publishing.

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

- Blazer, L. (2016). *Animated Storytelling: Simple Steps for Creating Animation & Motion Graphics*. Peachpit 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:	Survey: Renaissance to Modern Art
Course leader:	Marija Kamber
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Articulate how and why Renaissance and Modern objects and images were produced.

LO2: Determine why Renaissance and Modern objects and images look the way they do.

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

LO4: Elaboration of western European and North American cultures and societies from the renaissance and Modern periods.

Course content:

The subject of this course is the continuation of study of the history of Western art and architecture covered in History of Western Art - Prehistory to Medieval. We will examine the form, style, function, and meaning of important objects and monuments of the past, and consider these in their social, historical and cultural contexts.

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

At the end of the academic year, students will be prepared to pursue more advanced courses in the discipline, for they will have gained a foundational knowledge of the object, scope and methods of art history. The knowledge and skills obtained in this introductory course will also guide students in their own creative endeavors, pursued within other disciplines.

Topics:

- Renaissance art and architecture
- Baroque art and architecture
- Modern art and architecture
- Cultural and historical perspectives on art and architecture.

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exams	2.7
Projects	2.3

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 (Paper, Timeline, Homework)	36 %
Exams	54 %
Participation in class	10%
Total:	**100**

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

- Janson's History of Art: The Western Tradition, Reissued Edition, Volume 2
- KLEINER, F.S. (2016), *Gardner's Art Through the Ages: A Global History*, Cengage Learning

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

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

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

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

General Information

Course title: Introduction to Psychology

Course leader: Maja Vurnek Živković

Study programme: NMD, WMC ZG, IB

Course status: Obligatory

Year: Second

ECTS points: 5

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

Course Description

Course objectives:

- To have better understanding about different areas in psychology
- To provide understanding about relationships between individuals and environment
- To have better understanding about scientific approach 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 behaviour; 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   1

Exam 2   1

Exam 3   1

Research report 1,5

Group presentation 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/%
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
Research report	30/30
Group presentation	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

General Information

Course title: Intermediate Spanish I

Course leader: Barbara Perić

Study programme: GBM, WMC; HTM, NMD

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
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.

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

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

General Information

Course title:	Intermediate German I
Course leader:	Nikolina Božinović
Study programme:	GBM, WMC; HTM, NMD
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 points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

- 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 Italian I
Course leader:	Zrinka Friganović Sain
Study programme:	GBM, WMC, HTM, NMD
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 Italianprogram(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 millenio, Student activities manual (2nd ed.). HeinleCengage Learning.

• Manella, C. (2005).Sì! L'italiano in mano. Manuale e corso pratico di italiano per stranieri.

Livelloelementare, intermedio e superior. 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 French I

Course leader: Tea Kovačević

Study programme: GBM, WMC; HTM, NMD

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 reading:

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Les 500 Exercices de grammaire A2-Hachette, 2006
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour,D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
- Grammaire essentielle du français niveaux A1 A2/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:	NMDE.301 – NMD Elements III
Course leader:	Mia Klemencic
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Develop and master principles and methods of design for static, motion and interactive experiences.
- Develop advanced solutions that demonstrate highly effective communication including aesthetic considerations, appropriate concept development and functionality.
- Develop and expand their typographic and information design skill sets as well as showcase increasing levels of craftsmanship, literacy and technology use.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Identify and analyze the current challenges a designer faces in the digital communication industry.

LO2: Integrate advanced layout and typography skills with applied technologies to create aesthetically appropriate design solutions that work across multiple platforms.

LO3: Analyze external content and visual solutions and describe the effectiveness of existing translations of information.

LO4: Design across multiple platforms including the web, mobile and tablet devices using visual indicators that are consistent yet unique to each application.

LO5: Integrate imagery, typography, icons, actions, user interface design, content creation, content analysis, color perception, visual hierarchy, and site architecture in order to enhance messaging.

LO6: Evaluate the effectiveness of design solutions through testing and analytics.

Course content:

This course focuses on advanced visual communication within the current new media design profession. Through formal studies and perceptual understanding, including aesthetics, graphic form and structure, concept development and visual organization methods, students will design sophisticated solutions to communication problems. This course integrates imagery, typography, icons, user interface design, content creation and information architecture in order to design successful static, motion and interactive experiences.

- Design theory and process
- Types of idea, gestalt principles
- Typography, grid implementation
- Imagery, visual hierarchy
- Design research, discovery, analysis, strategy
- Branding, visual communication
- Design system, color
- User interface (UI) design pattern
- Effective content delivery
- Advanced information design
- Outcomes of design
- Presentation and documentation

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	2.6
Written exam	1
Research	1.4
Lab exercises	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Projects	40%
Research	20%
Lab exercises	15%
Exam	15%
Participation	10%
Total:	**100**

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

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

- Krug, S. (2014). *Don't make me think, revisited: A common sense approach to web usability* (3rd ed.). New Riders.

- Gothelf, J., & Seiden, J. (2021). *Lean UX: Designing great products with agile teams* (3rd ed.). O'Reilly Media.

- Travis, D., & Hodgson, P. (2019). *Think like a UX researcher: How to observe users, influence design, and shape business strategy*. Routledge.

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

- Shaoqiang, W. (2017). Design for Screen: Graphic Design Solutions for Great User Experiences. Promopress.

- Yablonski, J. (2020). *Laws of UX: Using psychology to design better products & services*. O'Reilly Media.

- Garrett, J. J. (2010). The elements of user experience: User-centered design for the web and beyond (2nd ed.). New Riders.

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

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

General Information

Course title: NMD Interactive III

Course leader: Petar Branislav Jelušić

Study programme: New Media Design

Course status: Obligatory

Year: Third

Number of ECTS credits: 6

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

Course Description

Course objectives:

- Demonstrate proficiency in core interaction principles
- Showcase individual creativity and mature aesthetic sensibility
- Establish a scalable toolkit and visual language for interaction library
- Reinforce and extend knowledge of UX design processes

Conditions for enrolment in the course:

- NMDE-203 Interactive II

Expected learning outcomes of the course:

A student will be able to:

LO1: Create a usability script for an interactive project

LO2: Implement a usability test with real users

LO3: Evaluate the technical properties of the interactive solution

LO4: Apply appropriate programmatic techniques to implement an interactive application

LO5: Write a well-formatted Design Document that describes the interactive design components needed for the project

LO6: Develop an interactive project with an emphasis on usability

Course content:

A comprehensive course that applies advanced visual design aesthetics and motion graphics principles to the development of micro-interactions that exceed functional requirements to achieve a higher degree of user satisfaction.

Using an active learning approach, the course focuses on advanced visual communication within the current new media design profession. Through formal studies and perceptual understanding, including aesthetics, graphic form and structure, concept development and visual organization methods, students will design sophisticated solutions to communication problems. This course integrates imagery, typography, icons, user interface design, content creation and information architecture in order to design successful static, motion and interactive experiences.

- UX Design
- Interactive applications
- Interface Design
- Information Design
- Micro interactions
- Interaction Elements

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4.66
Lab Assignments	1.33
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Projects	70%
Lab Assignments	20%
Activity	10%
Total:	**100**

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

- Krug, S. (2013). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability*. Pearson Education.

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

- Yablonski, J. (2020). *Laws of UX: Using Psychology to Design Better Products & Services*. O'Reilly Media.
- MacKenzie, I. S. (2012). Human-Computer Interaction: An Empirical Research Perspective. Elsevier Science.
- KELKAR, S. A. (2015). USABILITY AND HUMAN--COMPUTER INTERACTION: A CONCISE STUDY. Prentice Hall India Pvt., Limited.

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:	GRDE.102 – Typography I
Course leader:	Mia Klemencic
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Demonstrate an in-depth understanding and familiarity with typographic terminology, anatomy, and principles for text and display typography.
- Recognize typographic history, type classifications, and important typographic contributors.
- Demonstrate an understanding of using typographic variables to reveal the hierarchy inherent in a message.
- Employ an understanding of typographic grids as an organizational tool.
- Interpret typography as image and integrate with other visual components.
- Combine technical proficiency with software and conventional/traditional tools and methods.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Describe typographic terms, anatomy, measuring system, history, and classifications

LO2: Employ typographic variables and typographic hierarchy

LO3: Construct and effectively use appropriate typographic grid structures

LO4: Assess the details of text typography and address issues of readability and legibility

LO5: Use tools and technology to clearly present visual information

LO6: Demonstrate competent presentation skills, both verbal and visual

LO7: Solve typographic problems using critical thinking and creative approaches

Course content:

This course is an introduction to the fundamental principles of typography (the visual representation of language) to effectively convey information and ideas to specific audiences. Focus is on the communicative function and aesthetic nature of typographic problem-solving. Course content and lectures will cover typographic terminology, type anatomy, history of typography as well as type classification, type measurement, and issues of legibility and readability. Once students are introduced to the fundamentals of typography, they will include imagery as appropriate. Students will also refine their skills using relevant software.

Topics:

- Introduction to typography
- Typographic Hierarchy
- Text Typography
- Typography as Image
- Typographic History Lectures
- Research and critical writing
- Software instruction
- Typographic Grid and structure
- Gestalt and visual organization method
- Integration of type and image
- Concept development strategies
- Visual and verbal presentation strategies and methods
- Typography for print and screen design

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes

- Submitting projects and assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Project 1	1
Project 2	1
Project 3	1.3
Project 4	1.3
Homework	1.4
Total	6

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

Assessment and evaluation of student work

Component	Points/%
Projects	60%
Lab assignments	20%
Homework	10%
Participation	10%
Total:	**100**

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

- Carter, R., Maxa, S., Sanders, M., Meggs, P. B., & Day, B. (2018). *Typographic Design: Form and Communication*. Wiley.
- Bringhurst, R. (2008). *The Elements of Typographic Style: Verson 3.2*. Hartley & Marks.
- Williams, J. (2012). *Type matters!*. Merrell Publishers.

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

- Baines, P., & Haslam, A. (2005). *Type & Typography*. Laurence King.
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.
- Spiekermann, E., & Ginger, E. M. (2013). *Stop stealing sheep & find out how type works* (3rd ed.). Adobe Press.

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

Materials available at RIT online library The Wallace Center.

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

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

General Information

Course title:	20th Century Art: 1900 - 1950
Course leader:	Marija Kamber
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

- To provide a comprehensive understanding of major stylistic movements in European and American art from 1900 to 1950, including their key characteristics, influential artists, and historical contexts.
- To explore the relationship between art and broader societal changes, such as political, social, and technological developments, and how these influenced artistic innovations and movements.
- To critically engage with philosophical and theoretical frameworks relevant to the period, including Phenomenology, Existentialism, and Nihilism, and their impact on the creation and interpretation of art.
- To develop students' analytical and evaluative skills through the examination of primary and secondary sources, fostering the ability to critique and synthesize diverse perspectives on the art and visual culture of the early 20th century.

Conditions for enrolment in the course:

- ARTH-136 History of Western Art: Renaissance to Modern

Expected learning outcomes of the course:

A student will be able to:

LO1: Analyze the influence of political, social, and technological changes on the development of major art movements from 1900 to 1950

LO2: Critically evaluate the philosophical underpinnings of various art movements, and assess their significance in the broader context of 20th-century visual culture.

LO3: Appraise the impact of modernity and technology on the art of the early 20th century, and evaluate the tension between the avant-garde and popular culture.

LO4: Assess the contributions of key artists of the period to modern art and formulate a well-supported argument regarding their lasting impact on contemporary visual culture.

Course content:

A critical study of the art and visual culture of the first five decades of the twentieth century. Major stylistic movements in Europe and America will be examined with special attention to innovations in materials, subject matter, and philosophy. Central themes include: the relationship between art and politics, abstraction vs. figuration, primitivism, anti-modernism, and the search for origins, reactions to modernity and the rise of technology, the tension between the avant-garde and popular culture, utopian and dystopian views of art and society, the institutional critique, artistic responses to Phenomenology, Existentialism, Nihilism, and the special role of art and artists in modern society.

Topics:

- Introduction and Visual Overview
- Art Nouveau/Jugendstil: The Paris World's Exposition of 1900
- Post-Impressionism: Primitivism, Abstraction, Spontaneity, Modernity
- Matisse/Picasso
- Expressionism/Symbolism
- Early 20th century Sculpture: (Rodin, Brancusi, Claudel, Vigeland, Milles and Rosso)
- Inventing Cubism: Picasso, Braque and Gris
- Visions of Utopia: Russian Constructivism and Suprematism
- Fascist Visions: Futurism and the Blast Group
- Neo-Classicism and the Call to Order
- Marcel Duchamp
- Dada and Surrealism
- Dada and Surrealism-continued
- Frank Lloyd Wright, Aalto and the International Style
- De Stijl and the Bauhaus
- American Art of the 1930s: Social Realism, Figuration and the WPA
- Later Developments in Sculpture: (Moore, Hepworth, Calder, Bourgeois, Nevelson, Noguchi, Biedermann and Smith)
- Postwar European Art:The School of Paris and the Impact of Existentialism
- The Avant-Garde in America: Early Abstract Expressionism Art and Global Politics: The United Nations Building in NYC (1950)

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exams	2.6
Projects	2.4
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/%
Timeline	8%
Reading	15%
Essay	15%
Exams	52%
Activity in classroom	10%
Total:	**100**

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

- Arnason, H H., History of Modern Art, 7th edition, Pearson
- Harrison, C., & Wood, P. (Eds.). (2003). Art in Theory 1900-2000: An Anthology of Changing Ideas. Blackwell Publishing.

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

- Gombrich, E. H. (2000). The Story of Art (16th ed.). Phaidon Press.

- Janson's History of Art: The Western Tradition, Reissued Edition, Volume 2

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

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

General Information

Course title: Intermediate Spanish II

Course leader: Barbara Perić

Study programme: GBM, WMC; HTM, NMD

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 German II
Course leader:	Nikolina Božinović
Study programme:	GBM, WMC; HTM, NMD
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.

Additional reading:

- Funk, H., Kuhn, C., Demme, S., Winzer, B. (2009). Studio d B1 Deutsch als Fremdsprache, Cornelsen Verlag Berlin.
- Augustyn, P.; Euba, N. (2020). Stationen, Ein Kursbuch für die Mittelstufe. Fourth Edition, Cengage Learning.
- 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 Italian II

Course leader: Zrinka Friganović Sain

Study programme: GBM, WMC; HTM, NMD

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 settings

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

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

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Quiz 1	0.5
Quiz 2	0.5
Quiz 3	0.5
Oral In-Class Examinations	0.6
Written Assignments	1.1
Final Presentation	0.4
Homework	0.4
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 argomentare in italiano. Livello intermedio, libro dello studente. 2nd edition. Bonacci editore, Roma.

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

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

comprensione orale, ALMA Edizioni, Firenze.

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

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

General Information

Course title:	Intermediate French II
Course leader:	Tea Kovačević
Study programme:	GBM, WMC; HTM, NMD
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, Brière

Additional reading:

- Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
- Les 500 Exercices de grammaire A2-Hachette, 2006
- Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour,D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
- Grammaire essentielle du français niveaux A1 A2/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:	Social Psychology
Course leader:	Iva Takšić
Study programme:	NMD, GBM, WMC
Course status:	Elective
Year:	Third
ECTS points:	5
	45 (3+0+0)
Teaching hours (L+S+E):	

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

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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.

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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: Global Economy & Grassroots ANTH 350

Course leader: Vanda Bazdan

Study programme: HTM, WMC DU, GBM, NMD

Course status: Elective/Immersion

Year: Third and Fourth

ECTS points: 5

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

Course Description

Economic globalization has given birth to global, grassroots social movements. This course examines how global economic integration is brought about through multilateral institutions, multinational corporations, outsourcing, trade agreements, international lending, and neoliberal reforms. We consider impacts (cultural, economic, and health) of these trends on employees, farmers, small businesses, consumers, and the environment in the developed and developing worlds (with special emphasis on Latin America). We examine beliefs, alternative visions, and strategies of grassroots movements responding to these challenges.

Course objectives:

- Examine key vectors of economic globalization
- Examine impacts (economic, environmental, social, and health) in different locales (with special emphasis on Latin America)
- Examine grassroots responses to perceived negative impacts, including the formation of social movements with alternative visions (alter-globalization)
- Foster development of the ability to reason critically and creatively

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Explain key vectors of economic globalization, discriminating between historical, ethnographic, and theoretical perspectives on globalization and economy

CLO2: Analyse scholarly (anthropology, sociology, and economy) texts, poetry or prose, and popular texts commenting on global economy, politics, and grassroot activities

CLO3: Compose arguments to support and defend their attitudes regarding current issues in written format and in competitive debates (in keeping with the academic standards, evaluation assumed)

Course content:

1.   Outsourcing: Its Face Abroad

1.1   Offshore Assembly Manufacture

1.2   Free Trade Zones

2.   Outsourcing: Impacts within the U.S.

3.   Trade Liberalization: North American Free Trade Agreement

4.   World Bank: infrastructural projects, dams and riparian systems

5.   International Monetary Fund:

5.1   Debt crisis: causes and examples (Mexico, Argentina, Jamaica)

5.2   Structural Adjustment (prescriptions and consequences)

5.3   Cross-conditionality

6.   World Trade Organization: relevant rules and key rulings

6.1   Environment: tariff escalation and natural resources, process and production methods

6.2   Public Health: HIV/AIDS medications, baby formula and Gerber trademark in Guatemala, cigarette packaging

6.3   Agriculture: competition through trade liberalization, patenting of life forms, genetically modified organisms, protection of agricultural subsidies, national emergency stores

7.   Alterglobalization Movements

7.1   Demonstrations in Seattle

7.2   Anti-Sweatshop Activism

7.3   Zapatista Movement in Mexico

7.4   Confýdýration Paysanne and Via Campesina

7.5   Global Social Forum

7.6   Green Belt Movement

7.7   Navdanya (India)

7.8   Recovered Factories movement in Argentina

7.9   Landless Workers' Movement in Brazil

7.10   Fair Trade

7.11   Slow Food Movement

7.12   Localist movements in the U.S.: community supported agriculture, farmers' markets, locavorism, alternative currencies

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

Activity	ECTS
Discussions	2.4
Exam 1	1.35
Project	1.25
Total	5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam 1	27
Project	25

Discussions (12x4)	48
Total:	**100**

Required reading:

- Selected chapters and excerpts from the listed readings:
- Wallach, L. & Woodall, P. (2004). *Whose Trade Organization?* The New Press.
- Hira, R., & Hira, A. (2005). *Outsourcing America*. Amacom.
- Lappe, F. M. & Lappe, A. (2003). *Hope's edge.* TarcherPerigee.
- Pleyers, G. (2013). *Alter-Globalization*. Polity.
- Dudley, K. M. (1994). *The end of the line: Lost jobs, new lives in postindustrial America.* University of Chicago Press.
- Maeckelbergh, M. (2013). *The will of the many.* Pluto Press.
- Moberg, M. & Lyon, S. (2010). *Fair trade and social justice: Global ethnographies.* NYU Press.
- Thomas, J. (2000). *The battle in Seattle: The story behind and beyond the WTO demonstrations.* Fulcrum Publishing.
- Marcos, Subcomandante Insurgente. (2002). *Our word is our weapon: Selected writings.* Seven Stories Press.
- Barlow, M. and Clarke, T. (2001). *Global Showdown.* Stoddart Pub.
- Ross, A., ed. (1997). *No Sweat.* Verso Books.
- Stiglitz, J. (1994). *Globalization and its discontents.* W.W. Norton & Company.
- Stiglitz, J. (2017). *Globalization and its discontents revisited: Anti-globalization in the era of Trump.* W.W. Norton & Company.
- Hess, D. L. (2009). *Localist Movements in a Global Economy*. The MIT Press.

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

General Information

Course title:	Cooperative Education II
Course leader:	Irena Guszak
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+E+S):	200 (0+0+40)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completed 6 semesters of academic coursework (181 ECTS credits)

Expected learning outcomes of the course:

A student will be able to:

LO1: Work effectively with all participants associated with the co-op.

LO2: Apply the relevant ethical principles and work-environment behaviors within the co-op position and organization.

LO3: Based on the thorough situation and problem analysis, create solutions to tasks within the area of specialization.

LO4: Independently create and communicate the professional content in oral and written forms.

LO5: Identify optimal technological tools and use them in completing the co-op tasks.

Course content:

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

Teaching delivery methods:

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

Comments:

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

Student obligations:

- Student obligations are aligned with RIT Croatia study and cooperative education bylaws.
- Students have to use MyCourses system and regularly follow course announcements provided by the course instructors. Students have the responsibility of completing all co-op tasks, respecting general rules, laws and ethical principles of the co-op organization. It is expected that students will apply acquired knowledge and competencies in completing individual and team assignments.
- During the co-op period, students are expected to submit all required work reports as well as the "Student cooperative education evaluation form" in the last week of co-op assignment or immediately upon course completion. Co-op evaluation forms (student cooperative education evaluation form and employer cooperative education evaluation form) have to be verified with a proper stamp and signature.

Monitoring student work:

Activity	ECTS
Practical work	5.85
Coop reports	0.15
Total	6

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

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

- quality of work assignments (accuracy, thoroughness, volume and promptness), adaptability, ability to learn (comprehension and retaining new skills and concepts), reliability, dependability, punctuality, accepting instructions and feedback, and other related specific skills;
- After all formal criteria has been verified and final cooperative education reports evaluated, the course instructor confirms successful co-op completion by entering satisfactory grade (S=Satisfactory) in the SIS system. In case that cooperative education requirements have not been met and the course is not successfully completed, course instructor grades the co-op course with failing grade (F=Fail) in the SIS- system. In this case, student has to retake the co-op course again during the studies, but before the last academic semester.
- Student evaluates own co-op learning outcomes through the "Student evaluation report" (described under student obligations).

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

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

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

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

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

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

YEAR 4 – COURSE DESCRIPTIONS

General Information

Course title:	NM Capstone I
Course leader:	Mia Klemencic
Study programme:	New Media Design
Course status:	Obligatory
Year:	Fourth
Number of ECTS credits:	8
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Enhance and apply industry-essential communication, interpersonal, collaboration, presentation, and codesign skills
- Demonstrate an understanding of professional practices by exploring market and industry standards as well as professional responsibility
- Position yourself more effectively in the job market with a thoughtful and informed approach to career preparation
- Apply critical thinking skills and creativity toward identifying problems, concept development and solutions to given problems
- Communicate creative concepts effectively, both verbally and visually
- Choose a topic for the final thesis and conduct preliminary research

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Examine professional practices by exploring market and industry standards as well as professional responsibility.

LO2: Generate self-marketing materials including resume, introduction letters, business card, an online portfolio and cover interviewing practices.

LO3: Evaluate industry options including salary ranges, job expectations, locations, health care benefits, paid time off, etc.

LO4: Review business and practice of new media design including the designer/client relationship, design management, work flows, rights, ethics, time tracking, estimating strategies and contracts.

LO5: Plan and use adequate methods to conduct qualified research for the development of one's final thesis in the field of new media design

LO6: Gather and organize relevant literature on the topic related to new media design.

Course content:

The first part of the course centers on resume development, job searches, interviewing practices, and online portfolio generation. The second segment focuses on the business and practices within the new media industry. This will encompass an overview of the designer/developer/client relationships, contracts, estimating, invoicing, rights, and ethics. The third segment will focus on project workflows, management, team building, and concept generation. Finally, students will work on their final thesis by choosing the topic, gathering and organizing relevant literature, and preparing the project steps.

Topics:

- Resume and motivational letters
- Preparation of portfolios
- Interview
- Designer/Client Relationship
- Legal issues
- Project Management
- Cooperation
- Development of the concept

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Sprints	1.6
Resume	1.6
Market Research	1.6
Portfolio	0.8
Thesis Research	2.4
Total	8

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Sprints	20%
Resume	20%
Market Research	20%
Portfolio	10%
Thesis Research	30%
Total:	**100**

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

- Felix, M. S., & Smith, I. (2019). *A Practical Guide to Dissertation and Thesis Writing*. Cambridge Scholars Publishing.
- Carstens, D. S., & Richardson, G. L. (2019). Project Management Tools and Techniques: A Practical Guide, Second Edition. CRC Press.

- McDowell, G. L. (2014). Cracking the Tech Career: Insider Advice on Landing a Job at Google, Microsoft, Apple, or any Top Tech Company. Wiley.

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

- Bolles, R. N., & Katharine Brooks, E. D. (2020). What Color Is Your Parachute? 2021: Your Guide to a Lifetime of Meaningful Work and Career Success. Clarkson Potter/Ten Speed.
- Beer, D. F., & McMurrey, D. A. (2019). *A Guide to Writing as an Engineer*. Wiley.
- Kleon, A. (2012). *Steal Like an Artist: 10 Things Nobody Told You About Being Creative*. Workman Publishing Company.
- Bierut, M. (2017). *Now you see it, and other essays on design*. Princeton Architectural Press.
- *Oldham, C. (2018). Oh Sht… What Now? Honest Advice for New Graphic Designers*. Laurence King Publishing.
- Shaughnessy, A. (2010, expanded ed.). *How to be a graphic designer without losing your soul*. Princeton Architectural Press.
- Airey, D. (2012). *Work for money, design for love: Answers to the most frequently asked questions about starting and running a successful design business*. New Riders.

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

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

General Information

Course title:	NMD Interactive IV
Course leader:	Jurica Dolic
Study programme:	New Media Design
Course status:	Obligatory
Year:	Fourth
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Develop advanced skills in designing and prototyping interactive experiences that integrate emerging technologies and novel modes of interaction.
- Explore creative and innovative approaches to interaction design through projects that emphasize non-linear thinking, usability, and user-driven exploration.
- Communicate and document interactive design concepts professionally.

Conditions for enrolment in the course:

- Interactive III

Expected learning outcomes of the course:

A student will be able to:

CLO1: Design and develop interactive projects that integrate emerging technologies in creative and innovative ways.

CLO2: Organize and integrate informational and visual assets to create effective, user-centered communication solutions with emphasis on usability and accessibility.

CLO3: Critically evaluate the usability, effectiveness, and aesthetic qualities of interactive design solutions across multiple devices and contexts.

CLO4: Apply processes of prototyping, testing, and deployment to produce functional interactive prototypes and experiences.

CLO5: Produce professional design documentation that communicates concepts and processes in line with industry best practices.

Course content:

Students will create innovative interactive product promotions and installations. The projects created in the class will embrace new technology and will focus on innovative solutions for real world design problems. An emphasis will be placed on researching new technology and using it in conjunction with solid interactive design skills to create innovative projects.

Topics:

- Writing a Project Brief
- Design Mockups Beyond the Screen
- Researching Emerging UI
- User Storytelling / Storyboarding
- Synthesis and Application
- Wireframing Non-traditional Media
- Design Production Approaches
- Advanced Prototyping Methods
- Data Visualization and UI
- Interaction Paradigms
- Motion Graphics for Data Visualization
- User Testing Experimental Design
- Presenting Intentionality
- Evaluation and Documentation

- Accessibility

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	6
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project1	30%
Project 2	30%
Project 3	30%
Participation	10%
Total:	**100**

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

- MacKenzie, I. S. (2012). *Human-Computer Interaction: An Empirical Research Perspective.* Elsevier Science.
- Kelkar, S. A. (2015). *Usability and Human-Computer Interaction: A Concise Study.* Prentice Hall India Pvt., Limited.
- Buxton, B. (2007). Sketching User Experiences: Getting the Design Right and the Right Design. Morgan Kaufmann.
- Moggridge, B. (2007). Designing Interactions. MIT Press.

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

- Krug, S. (2013). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability.* Pearson Education.
- Yablonski, J. (2024). *Laws of UX: Using Psychology to Design Better Products & Services* (2nd ed). O'Reilly Media.

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:	20th Century Art Since 1950
Course leader:	Marija Kamber
Study programme:	New Media Design
Course status:	Obligatory
Year:	Forth
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

ARTH-368 20th Century Art:1900 - 1950

Expected learning outcomes of the course:

A student will be able to:

LO1: Identify, differentiate and evaluate the main stylistic periods of the second half of the 20th century as well as the key artists associated with them.

LO2: Write a coherent visual analysis of the work of a 20th-century artist.

LO3: Describe and summarize the broad trajectory of art historical change and development within the 20th century.

LO4: Place 20th-century art within its broader intellectual and historical context, and critically discuss some of its ideological implications.

Course content:

This course provides a critical study of Western art and visual culture beginning in the mid-twentieth century and ending in the twenty-first century. Major stylistic movements in Europe and North America will be examined in conjunction with influential writings from 20th century artists, art historians, theorists, and critics. Central themes include: the relationship between art and politics, abstraction vs. figuration, the copy vs. the original, the exploration of new media, the tension between the avant-garde and popular culture, and critiques of the modernist narrative.

Topics:

- Introduction and Visual Overview
- Abstract Expressionism
- The Independent Group and Pop Art
- West Coast Funk, Junk, and Beat Art
- Minimalism
- Conceptual Art
- Hard Edge and Post-Painterly Abstraction
- Neo-Dada and the Flat Bed Picture Plane
- Sculpture/Assemblage: Part I
- Sculpture/Assemblage: Part II
- Arte Povera and Nouveau Réalisme/CoBrA
- Site Specificity/Earthworks/Land and Environmental Art
- Performance/Happenings/Fluxus/Installation
- Feminism
- Race/Identity Politics
- New Media
- Abjection and Bodily Forms
- Figuration and the Return to Painting
- Allegory and the Question of Postmodernism
- The Real, Hyperreal and the Superreal

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exams	2
Assignments	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/%
Art project	10%
Reading	20%
Essay	10%
Exams	40%
Exhibition reviews	5%
Activity in classroom	10%
Total:	**100**

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

- Hopkins, D. (2018). *After Modern Art: 1945-2017*. OUP Oxford.
- Hal Foster, Rosalind Krauss, Yve-Alain Bois and Benjamin H. D. Buchloh, eds., Art Since 1900 Vol. II (NY: Thames and Hudson, 2004).
- Jonathan Fineberg, Art Since 1940: Strategies of Being 2nd ed. (Englewood Cliffs: Prentice Hall, 2000).

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

- David Joselit, American Art since 1940 (NY: Thames and Hudson, 2003)

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

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

General information

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

Course leader: Evelina MIščin

Study programme: GBM, WMC; HTM, NMD

Course status: Obligatory

Year: Third, Fourth

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

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
Quiz	1
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: 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

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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

General Information

Course leader: Francis Brassard

Course title: Heritage and Tourism

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

· 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	1.0
Final presentation	20	1.0
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

General Information

Course title: Culture and Globalization

Course leader: Vanda Bazdan

Study programme: IB, WMC ZG

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

RIT | Croatia

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

General Information

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

Course Description

Course objectives:

- Develop experimental new media projects that engage and interact with the viewer in a physical or virtual gallery/public setting.
- Strengthen planning and organizational skills necessary to design, execute, and present a public showcase or exhibit, building on knowledge acquired throughout the NMD program.
- Apply new media techniques and processes to the realm of artistic expression.

Conditions for enrolment in the course:

NMD Interactive IV

Expected learning outcomes of the course:

A student will be able to:

CLO1: Experiment with and create content using modern technologies, including animation, interaction, and 3D modeling.

CLO2: Critically evaluate the effectiveness and aesthetic qualities of imaging and interactive solutions.

CLO3: Design, produce, and present a project for public or virtual exhibition.

CLO4: Generate content for a planned new media project.

CLO5: Develop a Project Brief for a new media project.

Course content:

This project-based course affords the student the ability to apply an experimental approach to integrating digitally generated content with new media techniques and processes in new, imaginative ways. Students will be encouraged to approach the computer as a medium of creativity to explore issues of narrative, identity, place, and visual reality vs. digital reality. Students will exhibit completed projects in a virtual or public forum. The topics will include advanced concepts in 3D, UX, digital art and interaction design.

Topics

- Brief development and research
- Project planning and organization
- Identifying the audience
- Developing the narrative and interaction
- Media and performance
- Video art
- Galleries and installations
- Public spaces
- Experimentation and exploration in new media

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	6

Total   6

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

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

Contribution of assessments to the final grade:

Components of evaluation:

Component	Points/%
Project 1	40%
Project 2	50%
Participation	10%
Total:	**100**

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

- Lewrick, M., Link, P., & Leifer, L. (2020). *The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods.* Wiley.
- Paul, C. (2023). Digital Art (4th ed.). Thames & Hudson.

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

- KELLEY, T, & Littman, J. (2001). *The Art of Innovation: Lessons in Creativity from Ideo, America's Leading Design Firm (Issue v. 10).* Currency/Doubleday.
- Brown, T. (2019). *Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation.* HarperCollins.

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

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

General Information

Course title:	NMD Capstone II
Course leader:	Jurica Dolic
Study programme:	New Media Design
Course status:	Obligatory
Year:	Fourth
Number of ECTS credits:	8
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

- Develop interdisciplinary team skills
- Develop a project proposal, proof-of-concept prototypes, and final large-scale new media production project based upon the project proposal.
- Apply user-centered and iterative design approaches to their development process.
- Develop final presentations and exhibit skills describing process, deliverables and lessons learned.

Conditions for enrolment in the course:

Capstone I

Expected learning outcomes of the course:

A student will be able to:

LO1: Create a large-scale new media project from concept to final design stage.

LO2: Operate effectively in interdisciplinary teams on a new media project.

LO3: Apply iterative and user-centered design approaches throughout the development and refinement of the project.

LO4: Document the project process and produce a project case study that integrates conceptual, technical, and reflective components.

LO5: Present and defend the final project in the field of new media design through spoken English.

Course content:

This course is designed to engage the New Media major in a capstone production experience. The instructor will form interdisciplinary student teams that will conceptualize, design, plan, prototype, implement, and showcase new media projects online and during the live events. Student groups form team structures, communication methods, define roles and complete peer evaluations as major part of the course. Students also document the entire process and write the final thesis that covers practical and theoretical elements of the project.

- Creative process for project teams
- Researchand Futuring
- Presentations
- Team dynamics
- Client interactions
- Project management
- Budgeting
- Team assignments
- Time tracking
- Project implementation
- Design and Development interactions and planning
- Forming Abstracts
- Creating Scenarios
- Functionality charting
- Design Scope
- Development requirements
- Project stages
- Documentation

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Brief	0.5
Project development	6
Case Study	1.0
Presentation	0.5
Total	8

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Brief	10%
Project	50%
Case Study	25%
Final presentation	15%
Total:	**100**

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

- Carstens, D. S., & Richardson, G. L. (2019). Project Management Tools and Techniques: A Practical Guide, Second Edition. CRC Press.
- Beer, D. F., & McMurrey, D. A. (2019). *A Guide to Writing as an Engineer*. Wiley.

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

- Kelley, T, & Littman, J. (2001). The Art of Innovation: Lessons in Creativity from Ideo, America's Leading Design Firm (Issue v. 10). Currency/Doubleday.
- Brown, T. (2019). Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation. HarperCollins.
- Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Wiley..

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

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

RIT | Croatia

General Information

Course title:	ENVS 150 Ecology of the Dalmatian Coast
Course leader:	Marlena Ćukteraš
Study programme:	HTM, WMC ZG, WMC DU
Course status:	Obligatory
Year:	Third
ECTS points:	5
Teaching hours (L+S+E):	60 (2+2+0)

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Analyze environmental issues.

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

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

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

Course content:

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

Teaching delivery methods:

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

Teaching delivery modes:

- Lectures
- Class discussions
- Fieldtrips

Student obligations:

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

Monitoring student work:

Essay (Assignment 1)   **ECTS 1**

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

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

Presentation   **ECTS 0.75**

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.

Quiz (pop-up quiz)   **ECTS 0.75**

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

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	20
Presentation	15
Quiz	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:	Web & Mobile II
Course leader:	Branko Mihaljević
Study programme:	New Media Design
Course status:	Obligatory
Year:	Fourth
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:	Psychological Disorders
Course leader:	Zrinka Pukljak
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 symphoms 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

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

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Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

Activity	ECTS
Discussions	1
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