

RIT CROATIA PROGRAM DELIVERY PLAN FOR ACADEMIC YEAR 2025/2026

PROGRAM TITLE: WEB AND MOBILE COMPUTING – DUBROVNIK

TYPE OF PROGRAM: Undergraduate professional program

LOCATION: Dubrovnik

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

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

YEAR 1

| FALL 1 | | | | | | |
|------------|--|-------------|-----------|--------------|------|--------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| GCIS - 123 | Software Development and Problem Solving I | 4 | 2 | 4 | 6 | Domagoj Tolić |
| ISTE - 140 | Web & Mobile I | 3 | 0 | 3 | 6 | Aleksander Radovan |
| ISTE - 144 | Design for Developers | 3 | 0 | 3 | 6 | Lamila Šimić |
| MATH - 131 | Discrete Mathematics | 2 | 2 | 4 | 5 | Marlena Ćukteraš |
| UWRT - 100 | Critical Reading and Writing | 3 | 0 | 3 | 5 | Rebecca Charry |

| SPRING 1 | | | | | | |
|------------|---|-------------|-----------|--------------|------|--------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| GCIS - 124 | Software Development and Problem Solving II | 4 | 2 | 4 | 6 | Domagoj Tolić |
| ISTE - 240 | Web & Mobile II | 2 | 1 | 3 | 6 | Kristina Marasović |
| ISTE - 230 | Introduction to Database and Data Modeling | 3 | 0 | 3 | 6 | Toni Njirić |
| MATH - 161 | Applied Calculus | 4 | 0 | 4 | 5 | Marlena Ćukteraš |
| UWRT - 150 | Writing Seminar | 3 | 0 | 3 | 5 | Rebecca Charry |

YEAR 2

| FALL 2 | | | | | | |
|------------|--|-------------|-----------|--------------|------|------------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| ISTE - 222 | Applied Data Structures and Algorithms | 3 | 0 | 3 | 6 | Toni Njirić |
| ISTE - 260 | Designing the User Experience | 3 | 0 | 3 | 5 | Aleksander Radovan |
| ISTE-340 | Client Programming | 3 | 0 | 3 | 6 | Toni Njirić |
| SOCI - 102 | Foundations of Sociology | 3 | 0 | 3 | 5 | Vanda Bazdan |
| MLSP - 201 | Beginning Spanish I | 4 | 0 | 4 | 5 | Barbara Perić |
| MLGR - 201 | Beginning German I | 4 | 0 | 4 | 5 | Nikolina Božinović |
| MLIT - 201 | Beginning Italian I | 4 | 0 | 4 | 5 | Zrinka Friganović Sain |
| MLFR - 201 | Beginning French I | 4 | 0 | 4 | 5 | Tea Kovačević |

| SPRING 2 | | | | | | |
|------------|---|-------------|-----------|--------------|------|------------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| ISTE-252 | Foundations of Mobile Design | 3 | 0 | 3 | 5 | Domagoj Tolić |
| ISTE-330 | Database Connectivity and Access | 3 | 0 | 3 | 6 | Branko Mihaljević |
| NSSA-290 | Networking Essentials for Developers | 3 | 0 | 3 | 6 | Toni Njirić |
| SWEN-383 | Software Design Principles and Patterns | 3 | 0 | 3 | 6 | Domagoj Tolić |
| MLSP-202 | Beginning Spanish II | 4 | 0 | 4 | 5 | Barbara Perić |
| MLGR-202 | Beginning German II | 4 | 0 | 4 | 5 | Nikolina Božinović |
| MLIT-202 | Beginning Italian II | 4 | 0 | 4 | 5 | Zrinka Friganović Sain |
| MLFR-202 | Beginning French II | 4 | 0 | 4 | 5 | Tea Kovačević |
| ISTE-499 | WMC Co-op 1 | 0 | 400 | 0 | 12 | Iva Kužina |

YEAR 3

| FALL 3 | | | | | | |
|------------|-----------------------------------|-------------|-----------|--------------|------|------------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| ISTE - 341 | Server Programming | 3 | 0 | 3 | 6 | Domagoj Tolić |
| ISTE - 422 | Application Development Practices | 3 | 0 | 3 | 6 | Toni Njirić |
| ENGL - 210 | Literature and Cultural Studies | 3 | 0 | 3 | 5 | Rebecca Charry |
| MLSP - 301 | Intermediate Spanish I | 3 | 0 | 3 | 4 | Barbara Perić |
| MLIT - 301 | Intermediate Italian I | 3 | 0 | 3 | 4 | Zrinka Friganović Sain |
| MLGR - 301 | Intermediate German I | 3 | 0 | 3 | 4 | Nikolina Božinović |
| MLFR - 301 | Intermediate French I | 3 | 0 | 3 | 4 | Tea Kovačević |
| ANTH-210 | Culture and Globalization | 3 | 0 | 3 | 6 | Vanda Bazdan |

| SPRING 3 | | | | | | |
|------------|--|-------------|-----------|--------------|------|------------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| ISTE - 442 | Concentration Web 1: Secure Web Application Development | 3 | 0 | 3 | 6 | Kristina Marasović |
| ISTE - 444 | Concentration Web 2: Web Server Development and Administration | 3 | 0 | 3 | 6 | Toni Njirić |
| ENVS - 150 | Ecology of the Dalmatian Coast | 2 | 2 | 4 | 5 | Marlena Ćukteraš |
| PHIL-202 | Foundation of Moral Philosophy | 3 | 0 | 3 | 5 | Vanda Bazdan |
| MLSP - 302 | Intermediate Spanish II | 3 | 0 | 3 | 4 | Barbara Perić |
| MLIT - 302 | Intermediate Italian II | 3 | 0 | 3 | 4 | Zrinka Friganović Sain |
| MLGR - 302 | Intermediate German II | 3 | 0 | 3 | 4 | Nikolina Božinović |
| MLFR - 302 | Intermediate French II | 3 | 0 | 3 | 4 | Tea Kovačević |
| ANTH-380 | Nationalism and Identity | 3 | 0 | 3 | 5 | Francis Brassard |
| ISTE-499 | WMC Co-op 2 | 0 | 400 | 0 | 12 | Iva Kužina |

YEAR 4

| FALL 4 | | | | | | |
|------------|--|-------------|-----------|--------------|------|------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| ISTE - 454 | Concentration Mobile 1: Mobile Application Development I | 3 | 0 | 3 | 6 | Matija Ožetski |
| ISTE - 500 | Senior Development Project I | 3 | 0 | 3 | 6 | Martin Žagar |
| ANTH-210 | Culture and Globalization | 3 | 0 | 3 | 5 | Vanda Bazdan |
| ENVS - 151 | Scientific Inquiries in Environmental Science | 2 | 2 | 4 | 5 | Staša Puškarić |
| HIST-370 | Global History of Religions | 3 | 0 | 3 | 5 | Francis Brassard |

| SPRING 4 | | | | | | |
|------------|---|-------------|-----------|--------------|------|------------------|
| Course no. | Name | Class Hours | Lab hours | Credit Hours | ECTS | Instructor |
| ISTE - 456 | Concentration Mobile 2: Mobile Application Development II | 3 | 0 | 3 | 6 | Matija Ožetski |
| ISTE - 501 | Senior Development Project II | 3 | 0 | 3 | 6 | Martin Žagar |
| MGMT - 340 | "Business Ethics and | | | | | MGMT - 340 |
| ANTH - 328 | Heritage and Tourism | 3 | 0 | 3 | 5 | Francis Brassard |
| ANTH - 489 | Special Topics: Japanese Thought, Culture & Society | 3 | 0 | 3 | 5 | Francis Brassard |

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

YEAR 1 – COURSE DESCRIPTIONS

General Information

| | |
|-------------------------|--|
| Course title: | Software Development and Problem Solving I, GCIS-123 |
| Course leader: | Domagoj Tolić |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 90 (4+0+2) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None.

Expected learning outcomes of the course:

A student will be able to:

CLO1: Use basic programming language constructs in developing a solution

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

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

- Attending classes
 - Submitting assignments
 - Participate in discussions
-

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--|
| Course title: | ISTE-140 Web and Mobile I |
| Course leader: | Aleksander Radovan |
| Study programme: | Web and Mobile Computing (WMC) Program |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create valid web pages using standard markup languages and style sheets
 - CLO2:** Apply appropriate design principles to a web site structure and functionality
 - CLO3:** Create graphics optimized for web sites
 - CLO4:** Work remotely on the web server using the Unix/Linux-based operating environment
 - CLO5:** Build responsive web page design and layout using contemporary design techniques
 - CLO6:** Develop a multi-page web site with embedded graphics and multimedia on a web server
-

Course content:

Course topics include:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|------------------------|----------|
| Homework assignments | 0.6 |
| Quizzes | 0.6 |
| Project 1 | 0.6 |
| Project 2 | 0.9 |
| Project 3 | 0.9 |
| Midterm Exam Theory | 0.6 |
| Midterm Exam Practical | 0.6 |
| Final Exam Theory | 0.6 |
| Final Exam Practical | 0.6 |
| Total | 6 |

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

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

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

| | |
|----------------------|------------|
| Final Exam Theory | 10 |
| Final Exam Practical | 10 |
| Total: | 100 |

Required reading:

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

or

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Design for Developers |
| Course leader: | Ante Poljičak |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | First |
| Number of ECTS credits: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

- Understand the fundamental elements and principles of visual design.
- Experiment with design thinking and ideation techniques
- Develop proficiency in using computer-based tools for image creation and illustration
- Apply visual design principles to enhance user experience in front-end design
- Cultivate skills in graphic organization and typography for screen-based outputs
- Critically evaluate visual design solutions for effectiveness and aesthetic quality
- Document and present design concepts and processes

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

Course content:

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

Following topics will be covered:

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

- Classification + Pairing
- Hierarchy
- Layout
- Presentation

Teaching delivery methods:

- Lectures
- Exercises
- In-class Labs

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|-----------|----------|
| Projects | 40% |

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

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

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

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

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

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

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

General Information

| | |
|-------------------------|------------------------------------|
| Course title: | Discrete Mathematics, COS-MATH-131 |
| Course leader: | Kristijan Tabak |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (2+0+2) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

- Number Systems
- Sets
- Logic

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|-----------|----------|
|-----------|----------|

| | |
|---------------|------------|
| Assignment 1 | 25 |
| Assignment 2 | 25 |
| Assignment 3 | 30 |
| In Class Quiz | 20 |
| Total: | 100 |

Required reading:

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

Additional reading:

- None

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

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

General Information

| | |
|-------------------------|--|
| Course title: | Critical Reading and Writing (UWRT100) |
| Course leader: | Rebecca Charry Roje |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

CLO1: Critically analyze a variety of texts.

CLO2: Evaluate peer work.

CLO3: Use APA style in citing and referencing.

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

Course content:

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

Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises

- Independent work

Student obligations:

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

- Attending peer review and individual conference meetings

Monitoring student work:

| Activity | ECTS |
|---------------------------|-------------|
| Descriptive essay | 0.5 |
| Language quiz | 0.5 |
| Fallacies quiz | 0.5 |
| Reading assessment 1 | 0.5 |
| Reading assessment 2 | 0.5 |
| Peer review 1 | 0.25 |
| Peer review 2 | 0.25 |
| Critical response draft | 0.75 |
| Critical response essay f | 0.75 |
| Final reflection | 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 |
|----------------------------------|------------|
| 1. Language quiz | 10 |
| 2. Fallacies quiz | 10 |
| 3. Descriptive essay | 10 |
| 4. Reading analysis I | 10 |
| 5. Reading analysis II | 10 |
| 6. Critical response essay draft | 15 |
| 7. Peer review I | 5 |
| 8. Critical response essay final | 15 |
| 9. Peer Review II | 5 |
| 10. Final reflection | 10 |
| | |
| Total: | 100 |

Required texts:

Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th ed.). Bedford/St. Martin's.

Lunsford, A. A. (2010). *The St. Martin's handbook*. Bedford/St. Martin's.

Suggested texts:

Anker, S. (2010). *Real writing with readings*. Bedford/St. Martin's.

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

VanderMey, R., Meyer, V., Van Rys, J., & Sebranek, P. (2012). *The college writer: A*

guide to thinking, writing, and researching. 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 course evaluation
- Peer observation of lectures
- Assessment of the achievement of learning outcomes

General Information

| | |
|-------------------------|---|
| Course title: | Software Development and Problem Solving II, GCIS-124 |
| Course leader: | Domagoj Tolić |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 90 (4+0+2) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

ISTE-120 or GCIS-123 or an equivalent course.

Expected learning outcomes of the course:

A student will be able to:

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

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

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

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

| | |
|------------|-----|
| Practica | 1.8 |
| Final Exam | 1.2 |

Total 6

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

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

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

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

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia and network

Comments:

Student obligations:

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

Monitoring student work:

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

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

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

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

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

- Frain, B. (2020). Responsive Web Design with HTML5 and CSS: Develop future-proof responsive websites using the latest HTML5 and CSS techniques. Packt Publishing.
- Nixon, R. (2021). Learning PHP, MySQL & JavaScript. O'Reilly Media.

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

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

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

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

General Information

| | |
|-------------------------|--|
| Course title: | Introduction to Database and Data Modeling, ISTE-230 |
| Course leader: | Toni Njirić |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None, intended for 2nd year WMC students

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

CLO5: Formulate SQL query in a way to use transactions

Course content:

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

Teaching delivery methods:

- Lectures
- Guest Lectures
- Demonstration of practical assignments

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------|----------|
| Homeworks | 2.4 |
| Midterm Exam | 1.8 |
| Final Exam | 1.8 |
| Total | 6 |

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

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

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

Required reading:

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Applied Calculus |
| Course leader: | Kristina Šorić |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | First |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

(1) DERIVATIVES

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

(2) APPLICATIONS OF THE DERIVATIVE

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

(3) INTEGRATION

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

(4) APPLICATIONS OF THE INTEGRAL

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

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

Teaching delivery methods:

- Lectures
 - Exercises
 - Remote learning
 - Independent work
-

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--|----------|
| Exam I | 1.25 |
| Exam II | 1.25 |
| Exam III | 1.50 |
| Quizzes/ Continuous work/ Participation | 1 |
| Total | 5 |

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points % |
|--|-----------------|
| Exam I | 25 |
| Exam II | 25 |
| Exam III | 30 |
| Quizzes/ Continuous work/ Participation | 20 |
| Total | 100 |

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

UWRT100 Critical Reading and Writing

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Produce a research project in written and oral form

CLO3: Criticize peer work

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Course learning outcomes-based grading table:

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

Required texts:

- 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.

Suggested texts:

- Axelrod, R. B., & Cooper, C. R. (2010). St. Martin's guide to writing. Bedford/St. Martin's.
- McWhorter, K. T. (2012). Successful college writing. Skills. Strategies. Learning Styles. Bedford/St. Martin's.
- Turabian, K. L. (2013). A manual for writers of research papers, theses, and dissertations. The University of Chicago Press.
- Other recommended resources: <http://www.grammarly.com/>;
- <https://owl.english.purdue.edu/owl/>

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

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

YEAR 2 – COURSE DESCRIPTIONS

General Information

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

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

ISTE-121 or GCIS-124 or equivalent course

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

Course topics include:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|------------------------|----------|
| Exercises | 3.6 |
| Midterm Exam Theory | 0.6 |
| Midterm Exam Practical | 0.6 |
| Final Exam Theory | 0.6 |
| Final Exam Practical | 0.6 |
| Total | 6 |

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

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

| Component | Points/% |
|------------------------|------------|
| Exercises | 60 |
| Midterm Exam Theory | 10 |
| Midterm Exam Practical | 10 |
| Final Exam Theory | 10 |
| Final Exam Practical | 10 |
| Total: | 100 |

Required reading:

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

or

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|---|
| Course title: | Designing the User Experience, ISTE-260 |
| Course leader: | Aleksander Radovan |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None, intended for 2nd year WMC students

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

- Lectures
- Guest Lectures
- Demonstration of practical assignments

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------------|----------|
| Individual Project | 2 |
| Final Presentation | 0.5 |
| Assignments | 2 |
| Video | 0.5 |
| Total | 5 |

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

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

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

Course content:

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

Teaching delivery methods:

- Lectures
- Independent work

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------|----------|
| Assignment 1 | 1.5 |
| Assignment 2 | 0.9 |
| Assignment 3 | 0.9 |
| Midterm Exam | 1.5 |
| Final Exam | 1.20 |
| Total | 6 |

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|---------------|------------|
| Assignment 1 | 25 |
| Assignment 2 | 15 |
| Assignment 3 | 15 |
| Midterm Exam | 25 |
| Final Exam | 20 |
| Total: | 100 |

Required reading:

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Foundations of Sociology |
| Course leader: | Vanda Bazdan |
| Study programme: | HTM, WMC |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

An introduction to the way sociologists interpret social reality, including the elementary terms, foundational ideas, major insights, and research discoveries in the discipline. Included are topics such as statuses and roles, socialization, cultural variation, deviance, social stratification, social institutions, and social change. Fulfills a liberal arts core social/behavioural science requirement. Counts as a prerequisite for the sociology/anthropology concentration and minor, the international studies and urban communities studies majors, and as a prerequisite for the required cultures in globalization.

Course objectives:

- Develop critical awareness of the interactions among society, culture, science, and technology
- Foster understanding and appreciation of diverse social and cultural perspectives
- Foster understanding of local, national, international, and global forms of citizenship and community
- Develop critical awareness of interactions between society and the environment
- 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:** Compare main theoretical perspectives in sociology (tenets, research methods, studies conducted) and their implications in understanding individual development, cultural and social contexts and issues
- CLO2:** Synthesize data from various theoretical perspectives and research studies in interpretation of social phenomena
- CLO3:** Compose arguments, and anticipate and assess counterarguments, 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)

Course content:

This course will introduce the student to the basic concepts in sociology, and to fundamental sociological approaches and methods. Sociology is interested in understanding social stability and social change. Social change, with all its conflicts and problems, has been the driving force in sociology. The course will examine the topic of social inequality, giving special attention to social stratification, racial-ethnic relations, and gender relations. It will cover the major institutions of society – family, the educational, religious, the political systems, the economy, and health care and medicine. We will explore the theme of social change through examination of collective behaviour.

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Project work
- Multimedia

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|----------|------|
| Exam 1 | 1 |
| Exam 2 | 1 |

| | |
|-------------------|----------|
| Research paper | 1 |
| Presentation | 0.5 |
| Discussions (5) | 0.5 |
| Discussion papers | 1 |
| Total | 5 |

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|-------------------------|-----------------|
| Exam 1 | 20 |
| Exam 2 | 20 |
| Research paper | 20 |
| Presentation | 10 |
| Discussions (5x2) | 10 |
| Discussion papers (5x4) | 20 |
| Total: | 100 |

Required reading:

- Newman, D.M. (2020). *Sociology: Exploring the architecture of everyday life*. SAGE publications.
- Newman, D.M. (2018). *Sociology: Exploring the architecture of everyday life: Readings*. SAGE publications.

Additional reading:

- Excerpts from classics in sociology, as well as contemporary scholarly 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: | Beginning Spanish I |
| Course leader: | Barbara Perić |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Beginning German I |
| Course leader: | Nikolina Božinović |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

- Student survey

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

- narrating and describing simple things and situations from real life in the present tense
- communicating and understanding greetings and daily class conversation and using expressions of common courtesies
- articulating basic needs, emotions, and attitudes in a short question/answer format
- providing autobiographical information, interests, abilities, likes and dislikes
- practicing 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 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). *Si! L'italiano in mano. Manuale e corso pratico di italiano per stranieri. Livello elementare, 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: | Beginning French I |
| Course leader: | Tea Kovačević |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

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

Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
 Les 500 Exercices de grammaire A1-Hachette, 2005
 Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
 Grammaire essentielle du français niveaux A1 A2 - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015
 Edito 1 (méthode de français et cahier d'activités) – Marie-Pierre Baylocq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016

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

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

General Information

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

Course Description

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

Course objectives:

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

Network Communications

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

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

Conditions for enrolment in the course:

ISTE-121

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain the fundamental networking concepts, the role of the OSI and TCP/IP reference models, the functions of the physical and data link layers, the wiring standards, and the operation of switching and routing mechanisms.
- CLO2:** Analyze wireless networking principles, the IP protocol, IP addressing and subnetting techniques, and the functions of the transport layer (ports, sockets)
- CLO3:** Create a computer network that implements DHCP, DNS, and NAT services.
- CLO4:** Analyze network traffic to interpret protocol functionalities, identify attacks, and troubleshoot issues.
- CLO5:** Develop client and server applications interacting over the TCP/IP protocol.
- CLO6:** Analyze security vulnerabilities in the TCP/IP protocol suite and implement appropriate countermeasures.

Course content:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring
- Critiques

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------|----------|
| Midterm Exam | 1.25 |
| Final Exam | 1.25 |
| Quizzes | 1 |
| Homework #1 | 0.75 |
| Homework #2 | 0.75 |
| Total | 5 |

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

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

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

Required reading:

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

Additional reading:

-
-

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

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

General Information

| | |
|-------------------------|--|
| Course title: | Foundations of Mobile Design, ISTE-252 |
| Course leader: | Domagoj Tolić |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None, intended for 2nd year WMC students

Expected learning outcomes of the course:

A student will be able to:

CLO1: Design and prototype mobile application interfaces and user flows using industry-standard prototyping tools

CLO2: Build mobile-friendly websites using responsive design techniques, adaptive media, and client-side storage

CLO3: Develop and deploy a hybrid mobile application that integrates external REST APIs and third-party libraries using a contemporary cross-platform framework

Course content:

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

Teaching delivery methods:

- Lectures
- Guest Lectures
- Demonstration of practical assignments

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------------|----------|
| Assignments | 1.25 |
| Midterm Exam | 0.75 |
| Final Exam | 1.25 |
| Individual Project | 1.75 |
| Total | 5 |

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

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

Course objectives:

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

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

Course topics include:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

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

| Component | Points/% |
|------------------------|-----------------|
| Exercises | 15 |
| Midterm Exam Theory | 15 |
| Midterm Exam Practical | 20 |
| Short Quizzes | 10 |
| Final Project | 25 |
| Final Exam | 15 |
| Total: | 100 |

Required reading:

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

Additional reading:

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

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

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

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

Course content:

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

Teaching delivery methods:

- Lectures
 - Independent work
 - Project work
-

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------|----------|
| Project 1 | 1.8 |
| Project 2 | 1.8 |
| Midterm Exam | 1.2 |
| Final Exam | 1.20 |
| Total | 6 |

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|---------------|------------|
| Project 1 | 30 |
| Project 2 | 30 |
| Midterm Exam | 20 |
| Final Exam | 20 |
| Total: | 100 |

Required reading:

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

Additional reading:

- Freeman, E., Robson, E., & Safari, an O'Reilly Media Company. (2020). *Head first design patterns* (2nd ed.). O'Reilly Media, Inc.
 - Sarcar, V., & SpringerLink (Online service). (2022). *Java design patterns: A hands-on experience with real-world examples* (3rd ed.). Apress.
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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning Spanish I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of Hispanic life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Beginning German II |
| Course leader: | Nikolina Božinović |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning German I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of German life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Beginning Italian II |
| Course leader: | Zrinka Friganovic Sain |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

- Provide students with a sound basis for learning to communicate effectively and accurately in 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 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 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: | Beginning French II |
| Course leader: | Tea Kovačević |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (4+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning French I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine more complex vocabulary to improve communication skills

CLO4: Contrast aspects of French life and culture

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional Course Material (Subject to Change) :

- **Les 500 Exercices de phonétique A1/A2 – Hachette, 2009**
- **Les 500 Exercices de grammaire A1-Hachette, 2005**
- **Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004**
- **Grammaire essentielle du français niveaux A1 A2 - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015**
- **Edito 1 (méthode de français et cahier d'activités) – Marie-Pierre Baylocq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016**

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

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

General Information

| | |
|-------------------------|----------------------------------|
| Course title: | ISTE-499 COOPERATIVE EDUCATION 1 |
| Course leader: | Irena Guszak |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Second |
| ECTS points: | 12 |
| Teaching hours (L+S+E): | 400 (0+0+40) |

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

Minimum 55 (110 ECTS) credits obtained

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

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

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

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
-

Additional reading:

- ...
-

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

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

**YEAR 3 – COURSE
DESCRIPTIONS**

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Develop a RESTful web service using a contemporary object-oriented programming language.

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------|----------|
| Labs | 1.2 |
| Project 1 | 0.8 |
| Project 2 | 0.8 |
| Project 3 | 0.8 |
| Week 5 Exam | 1.2 |
| Final Exam | 1.2 |
| Total | 6 |

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|---------------|------------|
| Labs | 20.00 |
| Project 1 | 13.33 |
| Project 2 | 13.33 |
| Project 3 | 13.33 |
| Week 5 Exam | 20.00 |
| Final Exam | 20.00 |
| Total: | 100 |

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

- Development Methodologies

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

Teaching delivery methods:

- Lectures
- Independent work
- Project work

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|--------------|----------|
| Exercises | 1.80 |
| Milestone 1 | 1.00 |
| Milestone 2 | 1.00 |
| Milestone 3 | 1.00 |
| Quiz 1 | 0.40 |
| Quiz 2 | 0.40 |
| Quiz 3 | 0.40 |
| Total | 6 |

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|------------------|-----------------|
| Exercises | 30 |
| Milestone 1 | 16.67 |
| Milestone 2 | 16.67 |
| Milestone 3 | 16.67 |
| Quiz 1 | 6.67 |
| Quiz 2 | 6.67 |
| Quiz 3 | 6.67 |
| Total: | 100 |

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

- In this course, students will study literature, movements, and writers within their cultural contexts and in relation to modes of literary production and circulation. Students will hone their skills as attentive readers and will engage with literary analysis and cultural criticism. Students will gain a strong foundation for analyzing the ways literary language functions and exploring the interrelations among literature, culture, and history. In doing so, they will engage issues involving culture, identity, language, ethics, race, gender, class, and globalism, among many others.
-

Conditions for enrolment in the course:

Prerequisite: Writing Seminar UWRT150

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Analyse a variety of literary texts, cultural artefacts, and/or critical/analytical essays
- CLO2:** Connect literary and cultural artefacts to their social and cultural contexts
- CLO3:** Compose coherent literary analyses, creative essays, research papers, or multimedia presentations

Course content:

- Literary and poetic terms
- Literary and dramatic genres
- Comedy and Tragedy
- Poetic forms
- Introduction to Modernism
- Post modernism
- The Harlem Renaissance
- Contemporary short stories

Teaching delivery methods:

- Lectures
- Discussions
- Independent work
- Project work
- Multimedia

Student obligations:

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

Monitoring student work:

Activity ECTS

| Component | ECTS |
|--------------------------|------|
| 1. Poetry Responses | 0.5 |
| 2. Poetry Test | 0.75 |
| 3. Short story responses | 0.5 |
| 4. Short Story test | 0.75 |

| | |
|----------------------------|----------|
| 5. Team presentation | 0.75 |
| 6. Test on student stories | 0.75 |
| 7. Creative essay | 0.5 |
| 8. Student story responses | 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/% |
|-----------|----------|
|-----------|----------|

| | |
|--|------------|
| 1. Poetry Responses (2 unannounced) | 10 |
| 2. Poetry Test | 15 |
| 3. Short story responses (2 unannounced) | 10 |
| 4. Short Story test | 15 |
| 5. Team presentation | 15 |
| 6. Test on student stories | 15 |
| 7. Creative essay | 10 |
| 8. Student story responses (2 unannounced) | 10 |
| Total: | 100 |

Required reading:

- Selected poems, short stories and films available through My Courses.
- Other recommended resources: <http://www.grammarly.com/>;
- <https://owl.english.purdue.edu/owl/>

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning Spanish I and Beginning Spanish II

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|----------------------------|----------|
| Quiz 1 | 12 |
| Quiz 2 | 12 |
| Quiz 3 | 12 |
| Oral In-Class Examinations | 16 |
| Written Assignments | 28 |
| 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.

Additional reading:

- Jarvis, A.C. & Lebreo, 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 French I |
| Course leader: | Tea Kovačević |
| Study programme: | WMC |
| Course status: | Elective |
| Year: | Third |
| ECTS points: | 4 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning French I and Beginning French II

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning German I and Beginning German II

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Argue one's point in class discussions

CLO3: Support different cultural aspects with appropriate vocabulary

CLO4: Design a presentation on a topic of interest

CLO5: Differentiate grammar structures and vocabulary at intermediate level

Course content:

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

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Teaching time is worth 1.5 ECTS 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:

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

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course title: | Intermediate Italian I |
| Course leader: | Zrinka Friganović Sain |
| Study programme: | Web and Mobile Computing |
| 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 Examinations In-Class | 16 |
| Written Assignments | 28 |
| Final Presentation | 10 |
| Homework | 10 |
| Total: | 100 |

Required reading:

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

Additional reading:

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

Methods 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.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain historical, political, economic, and social aspects of globalization through application of key theoretical perspectives.
 - CLO2:** Synthesize data from specific case studies of culture in evaluating impact of globalization.
 - CLO3:** Conduct a literature review of a cultural phenomenon (researching, reading, analysing, evaluating, and summarizing scholarly literature, properly acknowledged sources of information assumed), and present the results in writing and an oral presentation (in keeping with academic standards)
 - CLO4:** Compose arguments to support and defend their attitudes regarding current social issues in written format (discussion papers), and in competitive debates (in keeping with the academic standards, evaluation assumed).
-

Course content:

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

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

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

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

Required reading:

- Selected chapters and excerpts from the listed readings:
- Ritzer, G. (2021). *Globalization: A Basic Text*. Wiley-Blackwell (3rd edition).
- Lechner, F.J. (2009). *Globalization: The making of world society*. (1st edition)
- Gannon, Martin J. (2008). *Paradoxes of Culture and Globalization*. Sage Publications.
- Pieterse, Jan Nederveen (ed.) (2009). *Globalization and Culture*. Rowman and Littlefield.
- Gannon, Martin J. et al. (eds.) (2009). *Understanding Global Cultures*. Sage Publishers.
- King, A. (1997). *Culture, Globalization, and the World System*. University of Minnesota Press.
- Xavier, J., and Rosaldo, R. (2008). *The Anthropology of Globalization*. Blackwell.
- Pleyers, G. (2013). *Alter-Globalization*. Polity.
- Dudley, K. M. (1994). *The end of the line: Lost jobs, new lives in postindustrial America*. University of Chicago Press.
- Maeckelbergh, M. (2013). *The will of the many*. Pluto Press.
- Moberg, M. & Lyon, S. (2010). *Fair trade and social justice: Global ethnographies*. NYU Press.
- Stiglitz, J. (1994). *Globalization and its discontents*. W.W. Norton & Company.
- Stiglitz, J. (2017). *Globalization and its discontents revisited: Anti-globalization in the era of Trump*. W.W. Norton & Company.

Additional reading:

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

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

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

General Information

| | |
|-------------------------|----------------------------|
| Course title: | Secure Web App Development |
| Course leader: | Kristina Marasović |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Third |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

Security principles

- ZAP
- Injections
- Security filters
- Hashing
- Encryption

Software and project development

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

Analysis

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

Teaching delivery methods:

- Lectures
- Independent work
- Project work

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work
Components of evaluation:

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

Required reading:

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

Additional reading:

- Assigned readings
-

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

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

General Information

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

Course Description

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

Course objectives:

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

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

Conditions for enrolment in the course:

ISTE-341

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Design server architectures for multiple scalability scenarios

CLO3: Implement security measures appropriate to provided scenarios

CLO4: Implement auditing and log analysis

CLO5: Design, develop, and test a custom-built web server

Course content:

Web Server Software Selection

- Operating System Considerations
- Hosting Options
- Server Access

Web Server Configuration

- IIS
- Apache
- Modules & Options

Scaling and Performance

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

Security & Auditing

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

Web Server development

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring
- Critiques

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|---------------|----------|
| Quizzes | 0.6 |
| Practical #1 | 1.2 |
| Practical #2 | 1.2 |
| Group Project | 1.8 |
| Homework | 1.2 |
| Total | 6 |

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

Assessment and evaluation of student work

Components of evaluation:

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

| | |
|---------------|------------|
| Group Project | 30 |
| Homework | 20 |
| Total: | 100 |

Required reading:

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

Additional reading:

- Additional material distributed in class and/or via MyCourses

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

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

General Information

| | |
|-------------------------|---|
| Course title: | COS-ENVS-150-Ecology of Dalmatian Coast |
| Course leader: | Marlena Ćukteraš |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Third |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (2+0+2) |

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

Course content:

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

Teaching delivery methods:

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

Teaching delivery modes:

- Lectures
- Class discussions
- Field Trips

Student obligations:

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

Monitoring student work:

Essay (Assignment 1) **ECTS 0.8**

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

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

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

Cover Page

Abstract

Introduction (including literature review and in-text citations)

Discussion

Reference list

Quiz (pop-up quiz)

ECTS 0.3

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

Presentation

ECTS 0.7

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

Participation

ECTS 0.7

Final Exam

ECTS 1.5

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

Total 5

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|--------------|----------|
| Assignment 1 | 20 |
| Assignment 2 | 15 |

| | |
|---------------|------------|
| Presentation | 10 |
| Quiz | 10 |
| Participation | 15 |
| Final Exam | 30 |
| Total: | 100 |

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

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

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

- Papers selected from the primary literature (updated annually)

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

Materials available at RIT online library The Wallace Center.

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

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

General Information

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

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Interpret different ethical theories and tenets and apply these in analysis of moral problems/moral issues
 - CLO2:** Compose and evaluate arguments, and anticipate counterarguments, to support and defend their attitudes regarding moral issues in written format (discussion or research papers), and in competitive debates (in keeping with the academic standards)
 - CLO3:** Analyse philosophical and popular texts (appropriate use of concepts and close/critical readings skills assumed)
 - CLO4:** Compose analytical essays, subject being a scholarly paper or a book segment dealing with a specific ethical issue or outlining a relevant philosophical perspective (ability to summarize and assess arguments, proper word choice, structure sentences, and apply grammar and mechanics in keeping with academic standards assumed)
-

Course content:

Introduction to morality
Why be moral?
Ethics and religion
Ethics and ethical reasoning
Virtue Ethics
Deontology
Consequentialism
Contractarianism
Some particular moral issues

Teaching delivery methods:

- Lectures
- Seminars
- Independent work

- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

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

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

Required reading:

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

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

Additional reading:

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

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

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

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional course material:

Les 500 Exercices de phonétique A1/A2 – Hachette, 2009
Les 500 Exercices de grammaire A2-Hachette, 2006
Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004
Grammaire essentielle du français niveaux A1 A2/B1 B2 - Glaudivine, 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: | Intermediate Spanish II |
| Course leader: | Barbara Perić |
| Study programme: | Web and Mobile Computing |
| Course status: | Elective |
| Year: | Third |
| ECTS points: | 4 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

skills and competencies:

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

General Information

Course title: Intermediate Italian II

Course leader: Zrinka Friganović Sain

Study programme: Web and Mobile Computing DU

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 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 Italian life and culture.

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

1. Create formal and informal texts in written form to communicate effectively in formal and informal settings
2. Criticize different cultural aspects by formulating a standpoint on various topic
3. Design a presentation on personal or professional topics
4. 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 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 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 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:

- • 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 edition. 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.

skills and competencies:

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

General Information

| | |
|-------------------------|-----------------------------------|
| Course title: | ANTH 380 Nationalism and Identity |
| Course leader: | Francis Brassard |
| Study programme: | HTM, WMC DU |
| Course status: | Elective/Immersion |
| Year: | Third and Fourth |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Nationalism is often described in terms of strong sentiments and acts of self-determination on the part of members of a nation as distinct from the state that is necessarily a territorially and politically defined entity. This course will explore leading theories related to the origins of contemporary nationalism and nationalism's importance within the context of state societies, especially in Europe. The past as an invented historical or imagined reality will be highlighted, as invented pasts contribute to claims for exclusive national culture and both exclusive and contested identities. The relationships between culture, literacy, and capitalism will be applied to understanding select historical and ethnographic cases of nationalism.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Apply main theoretical perspectives on nationalism and identity in analysis of past and current organization of human societies and associated issues.

LO2: Analyse scholarly and popular texts, poetry, prose and video materials related to the topics of identity and nationalism.

LO3: Compose analytical essays, subject being a scholarly paper or a book segment, dealing with a specific current or past issue involving nations and nationalism (proper use of terms, ability to summarize and assess arguments, proper word choice, structure sentences, and apply grammar and mechanics in keeping with academic standards assumed).

LO4: Compose arguments, and anticipate and assess counterarguments, 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).

Course content:

1. The notion of identity
 - Culture and Identity: Situating the Individual
 - The role of identity
 - Identity defined
 - Types of social identities
 - o Racial identity
 - o Ethnic identity
 - o Gender identity
 - o National identity
 - o Regional identity
 - o Organizational identity
 - o Cyber and fantasy identity
2. Anderson's Imagined Communities: Introduction
3. Anderson's Imagined Communities: Origins of National Consciousness
4. Anderson's Imagined Communities: Patriotism and Racism
5. Islam and Colonialism
6. Being Muslim in the West
7. Gellner's Theories of Nationalism and Modernization
8. Hobsbawm's Inventing Traditions. Territory, Culture, Nationalism, and the Politics of Place
9. Nationalism and identity: the case of Québec: a quest for autonomy
10. Nationalism and identity: the case of India: a quest for independence
11. Smith's Chosen People's Why Ethnic Groups Survive
12. Zionist movement: the case of the Jews and Israel: a quest for a place to live in peace

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 |
|--------------------|----------|
| Finding sources | 1.25 |
| Learning Cells | 2.25 |
| Final presentation | 1.50 |
| Total | 5 |

Teaching time has been incorporated in time for assignments.

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

| Component | Points/% | ECTS |
|---------------------------|------------|----------|
| Finding sources (5@5%) | 25 | 1.25 |
| Learning cells (3@15%) | 45 | 2.25 |
| Final presentation | 30 | 1.50 |
| Total: | 100 | 5 |

Required reading:

To be provided by the instructor.

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

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

General Information

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

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

Completed WMC cooperative education 1.

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

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

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

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

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
-

Additional reading:

- ...
-

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

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

YEAR 4 – COURSE DESCRIPTIONS

General Information

| | |
|-------------------------|----------------------------------|
| Course title: | Mobile Application Development I |
| Course leader: | Alan Mutka |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

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

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Use IOS programming environments to design, code, test and deploy mobile applications
- CLO2:** Create effective mobile interfaces based on accepted interface conventions
- CLO3:** Create mobile applications that display various types of digital media
- CLO4:** Design a mobile application following user location

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

Course content:

Mobile Hardware

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

Mobile User Interaction Patterns

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

Programming

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

Interface Conventions

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

Media

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

Data Acquisition

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

Data Storage

- 1.1.23 User Defaults
- 1.1.24 Plists

Additional Device Sensors and Capabilities

- 1.1.25 Location Awareness

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|-----------------|----------|
| Homework | 1.2 |
| Mini Project | 1.5 |
| Final Project | 2.1 |
| Final Practical | 1.2 |
| Total | 6 |

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

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

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

| | |
|---------------|------------|
| Total: | 100 |
|---------------|------------|

Required reading:

- Not required
-

Additional reading:

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

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

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

General Information

| | |
|-------------------------|--|
| Course title: | Senior Development Project I |
| Course leader: | Prof. dr. sc. Martin Žagar, Full Prof, with Tenure in C.S., EMBA |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

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

Course content:

Project guidelines

- Project expectations
- Team assignments

Team and communication dynamics

- Team formation
- Group dynamics
- Ethics

Requirements elicitation: methods and processes

- Requirements development
- Requirements tracking

Software project management

- Project charters
- Project methodologies
- Project strategies

Project plan development

- Work Breakdown Structure and tasks

System architecture and design

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

Time and cost estimation

- Time estimation methods
- Scheduling tools

Risk management

- Typical project failures
- Scope management
- Change management

Project management documentation and presentation

- Documentation types

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

Teaching delivery methods:

- Lectures
- Independent work
- Project work

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

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

Required reading:

- Gottesdiener, E. (2009). Requirements by Collaboration: Workshops for Defining Needs. Addison-Wesley Professional.
- Berczuk, S., Appleton, B., & Brown, K. (2003). Software Configuration Management Patterns: Effective Teamwork, Practical Integration. Addison-Wesley Professional.

Additional reading:

- Assigned readings

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

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

General Information

| | |
|-------------------------|---------------------------|
| Course title: | 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.

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

Course content:

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

Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

Student obligations:

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

Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

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

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

Required reading:

- Selected chapters and excerpts from the listed readings:
- Ritzer, G. (2021). *Globalization: A Basic Text*. Wiley-Blackwell (3rd edition).
- Lechner, F.J. (2009). *Globalization: The making of world society*. (1st edition)
- Gannon, Martin J. (2008). *Paradoxes of Culture and Globalization*. Sage Publications.
- Pieterse, Jan Nederveen (ed.) (2009). *Globalization and Culture*. Rowman and Littlefield.
- Gannon, Martin J. et al. (eds.) (2009). *Understanding Global Cultures*. Sage Publishers.
- King, A. (1997). *Culture, Globalization, and the World System*. University of Minnesota Press.
- Xavier, J., and Rosaldo, R. (2008). *The Anthropology of Globalization*. Blackwell.
- Pleyers, G. (2013). *Alter-Globalization*. Polity.
- Dudley, K. M. (1994). *The end of the line: Lost jobs, new lives in postindustrial America*. University of Chicago Press.
- Maeckelbergh, M. (2013). *The will of the many*. Pluto Press.
- Moberg, M. & Lyon, S. (2010). *Fair trade and social justice: Global ethnographies*. NYU Press.
- Stiglitz, J. (1994). *Globalization and its discontents*. W.W. Norton & Company.
- Stiglitz, J. (2017). *Globalization and its discontents revisited: Anti-globalization in the era of Trump*. W.W. Norton & Company.

Additional reading:

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

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

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

General Information

| | |
|-------------------------|---|
| Course title: | COS-ENVS-151- Scientific Inquiries in Environmental Science |
| Course leader: | Staša Puškarić |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 60 (2+0+2) |

Course Description

This course is part of a two-semester sequence that when combined presents an integrated approach to the interrelated, interdisciplinary principles of environmental science through case studies, site visits, and field work. Through assigned readings, classroom discussion and case studies dealing with global environmental issues as well as the environmental issues related to the Dalmatian coast, students will learn how to critically analyze environmental problems from a multidisciplinary perspective and to propose solutions.

Course objectives:

- This course will introduce students to interdisciplinary environmental problems with a focus on the underlying scientific principles surrounding the issues.
- Students will learn problem solving techniques that integrate concepts and tools across disciplines and learn to conceptualize environmental problems from multiple perspectives.

Conditions for enrolment in the course:

Prerequisite ENVS 150

Expected learning outcomes of the course:

A student will be able to:

- LO1:** Develop one's own theories, methods, procedures, models, and other scientific results applying a scientific method
- LO2:** Analyze existing sources and databases with the aim of collecting data needed for carrying out own research

LO3: Solve complex problems using scientific methods

LO4: Compose a scientific manuscript

LO5: Formulate and defend claims and solutions using evidence gathered from own research.

Course content:

This is a project based course. Accompanied with lectures, class discussions and in-class presentations students will be led through the entire scientific method process. From defining problems, forming research questions and ideas, conducting their own research (primary research), discussing their results and organizing information in a scientific research paper. The course culminates with student final presentations in the last week of the semester in which they have to summarize their work during the course.

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|-------------------------------------|-------------|
| Assignment 1 | 1.25 |
| Assignment 2 | 1.25 |
| Participation and discussion | 2.50 |
| Total | 5 |

Assessment and evaluation of student work

Components of evaluation:

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

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

Griffin, J.M. *Global Climate Change: the science, economics and politics*. The Bush School, College Station, TX

Diamond, J. *Collapse: How Societies Choose to Fail or Survive*. Penguin Books, London, UK.

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

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

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

Materials available at RIT online library The Wallace Center.

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

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

General Information

| | |
|-------------------------|-----------------------------|
| Course title: | Global History of Religions |
| Course leader: | Francis Brassard |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 5 |
| Teaching hours (L+S+E): | 45 (2 + 1 + 0) |

Course Description

This course will examine the history of the world's larger religious traditions, including origins, development in particular societies, and modern forms. This course will explore the formal doctrines of various religions, as well as popular cultural manifestations. Topics will include the role of religion in state formation, nationalism, and colonialism, as well as how religions adapt themselves to local cultures and societies as they spread across regions.

Course objectives:

- Analyse the historical development of major world religions.
- Compare religious traditions across time and space to understand how beliefs, rituals, and institutions have influenced and been influenced by global historical processes such as colonization, migration, trade, and conflict.
- Explore the role of religion in shaping identities and societies by examining its impact on law, art, gender roles, education, and social movements across different historical periods and regions.

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

LO1: Investigate the major concepts, ideas, beliefs, attitudes that shaped ancient and contemporary world religions.

LO2: Discuss the various issues related to the world religions.

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

Course content:

Understanding religions
Prehistoric and indigenous religions
Egyptian religions
Greek and Roman religions
Shintoism (Japan)
Brahmanism (India)
Hinduism: the Upanishads and the various Yogas (India)
Jainism (India)
The basics of Buddhism
Theravada Buddhism (India, Southeast Asia)
Mahayana Buddhism (India, Tibet)
Mahayana Buddhism (China, Japan)
Taoism (China)
Confucianism (China)
Mesopotamian religion (Middle East)
Zoroastrianism (Iran)
Judaism (Middle East)
Islam (Middle East)
Christianity (Europe)

Teaching delivery methods:

- Lectures
- Seminars
- Multimedia

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|------------------------|------|
| Quizzes (10@2%) | 1 |
| Learning Cells (3@20%) | 3 |
| Final presentation | 1 |

Total 5

Teaching time is worth 3.5 ECTS points and it has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

| Component | Points/% |
|---------------------------|------------|
| Quizzes (10@2%) | 20 |
| Learning Cells (3@20%) | 60 |
| Final presentation | 20 |
| Total: | 100 |

Required reading:

- Material provided by the instructor

Additional reading:

- Foy, Whitfield (ed.), *The Religious Quest: A Reader*, London and New York: Routledge, 1988.
- Kessler, Gary E., *Ways of Being Religious*, Mountain View, California: Mayfield Publishing Company, 2000.
- Molloy, Michael, *Experiencing the World's Religions: Tradition, Challenge, and Change*, Mountain View, California: Mayfield Publishing Company, 1999.
- Nigosian, S.A., *World Religions: A Historical Approach*, Boston, New York: Bedford/St. Martin's, 2000.
- Kitagawa, Joseph M., (ed.), *The Religious Traditions of Asia: Religion, History, and Culture*, Selections from The Encyclopedia of Religion, New York: Macmillian Publishing Company, 1989.
- Sharma, Arvind (ed.), *Our Religions*, New York: HarperSanFrancisco, 1993.

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

General Information

| | |
|-------------------------|-----------------------------------|
| Course title: | Mobile Application Development II |
| Course leader: | Alan Mutka |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

This course extends the Mobile Application Development I experience to medium-size form factor mobile devices such as slates and tablets. Compared to smartphones, these devices have much larger screen areas, and have the potentials for more processing power, higher capacity memories, additional sensors, and higher capacity batteries. Students are encouraged to make creative use of these increased display and computing resources to develop innovative applications. Programming projects are required.

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

CLO1: Create effective mobile interfaces based on accepted interface conventions

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

CLO3: Design mobile applications by utilizing device sensors

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

Course content:

- Programming environments
 - Mobile HCI
 - Standards and interface conventions
 - Mobile media
 - Mobile data acquisition
 - Mobile data storage
 - Security, privacy, and ethics
-

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|---------------|----------|
| Homework | 2.4 |
| Final Project | 2.4 |
| Final Exam | 1.2 |
| Total | 6 |

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

- Not required

Additional reading:

- Laurence, P., Hinchman-Dominguez, A., Dunn, M., Meike, G., & Safari, an O'Reilly Media Company. (2021). Programming android with kotlin (1st ed.). O'Reilly Media, Inc.

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

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

General Information

| | |
|-------------------------|--|
| Course title: | Senior Development Project II |
| Course leader: | Prof. dr. sc. Martin Žagar, Full Prof, with Tenure in C.S., EMBA |
| Study programme: | WMC |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

- Design and evaluate domain-sensitive end-user experiences.
 - Apply contemporary software development practices
 - Develop and deploy n-tier, integrated, user-centric computing systems
-

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Evaluate domain-sensitive end-user experiences
- CLO2:** Combine contemporary software development practices
- CLO3:** Create n-tier, integrated, user-centric computing systems
- CLO4:** Deploy the project in an out-of-classroom environment
- CLO5:** Create system and user documentation suitable for continued project support and operation
- CLO6:** Discuss the solution in front of the sponsor

Course content:

Technology adoption

- Adoption Considerations: Adopter Types and Product Characteristics

Software development

- User interfaces
- Beta product presenting
- Secondary consequences
- Usability testing
- System testing
- Integration needs
- Database and Backend development
- UX/Frontend Design

Software project management

- Project charters
- Project methodologies
- Project strategies

Documentation

Maintenance procedures

Project status reports

- Individual status report
- PM status report
- Sponsor report

Writing and presenting for a specific audience

- Gate reviews
- Phase gates
- Traceability matrix

Teaching delivery methods:

- Lectures
- Independent work

- Project work

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

- None required
-

Additional reading:

- Assigned readings
-

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

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

General Information

| | |
|-------------------------|---|
| Course title: | Business Ethics and Corporate Social Responsibility |
| Course leader: | Milena Kužnin |
| Study programme: | Web and Mobile Computing |
| Course status: | Obligatory |
| Year: | Fourth |
| ECTS points: | 6 |
| Teaching hours (L+S+E): | 45 (3+0+0) |

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Sophomore status

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Interpret the reasons for government regulation

CLO3: Analyse skills and frameworks in ethical dilemmas

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

CLO5: Develop influencing and business presentation skills

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|---------------------|------|
| Exams | 2.4 |
| Case Study Analyses | 1.2 |

| | |
|---------------|----------|
| Final Project | 2.4 |
| 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/% |
|---------------------|-----------------|
| Exams | 40 (2x20) |
| Case Study Analyses | 20 |
| Final Project | 40 |
| Total: | 100 |

Required reading:

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

AND / OR

- Stanwick, P.A. & Stanwick, S.D. (2024), Understanding Business Ethics, Fourth Edition, ISBN-13: 9781071848296, Sage Publications

Additional reading:

- Texts and video materials provided by the instructor

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

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

General Information

| | |
|-------------------------|--------------------------|
| Course leader: | Francis Brassard |
| Course title: | Heritage and Tourism |
| Study programme: | New Media Design/HTM/WMC |
| Course status: | Elective |
| Year: | Third or 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:

- L01:** Analyze the impacts of the tourism industry (cause and effect) on local communities.
 - L02:** Discuss the various issues related to the development and implementation of heritage tourism destinations and events.
 - L03:** Compare tourism activities across the industry taking into consideration its best practices.
 - L04:** 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
-

Monitoring student work:

Activity

ECTS

| | |
|--|----------|
| “What is going on” short presentations | 0.75 |
| Short report | 1.5 |
| Learning cell assignment | 0.75 |
| Midterm presentation | 1 |
| Final presentation | 1 |
| Total | 5 |

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work:

Components of evaluation:

| Component | Points/% |
|---|------------|
| “What is going on” short presentations (3@5%) | 15 |
| Short report (3@10%) | 30 |
| Learning cell assignment | 15 |
| Midterm presentation | 20 |
| Final presentation | 20 |
| Total: | 100 |

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: | ANTH 489 ST Topics in Anthropology (Japanese Thought, Culture & Society) |
| Course leader: | Francis Brassard |
| Study programme: | GBM / HTM / WMC |
| Course status: | Elective |
| Year: | Fourth |
| Number of ECTS credits: | 5 |
| Teaching hours (L+S+E): | 45 (2+1+0) |

Course Description

- Many different native and foreign traditions played key roles in forming and shaping ancient and contemporary Japanese cultures. Among these we find Shinto, Buddhism, Confucianism and more recently Christianity and Western secular ideals. This course is intended to enable students to explore the ways these traditions came to nurture the major values and aspirations of the Japanese people. For example, one will explore the influence of Zen Buddhism on the development of the various forms of Japanese arts or the sources of the warrior culture of the Samurai with its code of conduct called Bushido and its role in setting individual and social standards throughout the various periods of Japanese history including modern Japan. This course will also offer a quick survey of Japanese history with a special emphasis on the events that gave rise to its major religious, philosophical and social concepts.

Program learning outcomes supported by this course:

1. Communicate field-specific information in written and oral form using a standard English variety.
2. Critically evaluate text and other media in a specific field.
3. Reevaluate existing principles and practices in a specific field.
4. Manage one's professional development and engage in lifelong learning activities pertaining to the field.

Course Learning Outcomes:

- LO1: Investigate the major concepts, ideas, beliefs, attitudes that shaped ancient and contemporary Japanese cultures.
- LO2: Discuss the various issues related to the contemporary Japanese cultures.

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

Conditions for enrolment in the course:

None

Teaching delivery methods:

- Lectures and multimedia presentations
- Class discussions

Student obligations:

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

Monitoring student work:

| Activity | ECTS |
|-----------------------|----------|
| Seminar presentations | 2 |
| Short reports | 1 |
| Class discussion | 0.5 |
| Final presentation | 1.5 |
| Total | 5 |

Teaching time has been incorporated in time for assignments.

Components of evaluation:

| Component | Points/% |
|-------------------------------------|------------|
| Seminar presentations (4@10%) | 40 |
| Short reports (4@5%) | 20 |
| Contribution to class discussion | 10 |
| Final presentation | 30 |
| Total: | 100 |

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.

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

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