

**RIT CROATIA PROGRAM OUTLINE**

**PROGRAM TITLE:** BUSINESS ADMINISTRATION: INTERNATIONAL BUSINESS

**TYPE OF PROGRAM:** Undergraduate professional program

**DURATION OF PROGRAM:** 4 years /8 semesters

**TOTAL NUMBER OF ECTS:** 240

**SCIENTIFIC AREA:** Social Science

**SCIENTIFIC FIELD:** Economics

**EFFECTIVE FOR:** Students enrolled starting from AY 2021/22

## 1. ENROLLMENT CRITERIA

Admission requirements:

Students can be admitted to the International Business program through three different procedures:

### 1. Croatian national exams (državna matura)

Upon completion of a high-school program in Croatia, students need to pass the mandatory national exams (državna matura) and are admitted on the basis of their results.

Besides the mandatory exams, applicants are evaluated based on two additional requirements:

- Motivational essay
- Motivational interview

### Results calculation

Mandatory national exams:

Croatian - not used

Mathematics - 20%

English - 40%

Additional requirements:

Motivational essay - 10%

Motivational interview - 30%

### 2. Internal admissions process

This process applies to all candidates who have completed secondary education, but are not required to take the national exams in Croatia.

Candidates need to:

- Fill out the application form on RIT Croatia web site:  
<https://www.croatia.rit.edu/applicationform>
- Submit secondary education transcripts, including any final national exit exams
- Submit a motivational essay
- Participate in a motivational interview in English

Candidates will be scored as follows:

Secondary education final or exit exams:

Mathematics - up to 200 points

English - up to 400 points

Additional requirements:

Motivational essay - up to 100 points

Motivational interview - up to 300 points

### 3. Transfer from another higher education institution

Candidates who are already enrolled at another higher education institution can submit an application for transfer and enrollment in the same way as candidates who enroll through the internal enrollment process, except that they also submit a transcript of grades from a previously enrolled study program, along with the course descriptions.

Candidate's transcript of grades and description of the courses from their home university undergo a detailed review, during which we determine which courses can be recognized within the International Business program.

## 2. CRITERIA FOR ENROLLMENT IN THE NEXT SEMESTER/YEAR LEVEL

A student must maintain a cumulative GPA of 2.00 or above at RIT Croatia in order to remain in good academic standing. Any student whose term Grade Point Average falls below 2.00 (and is above 1.00) or whose overall Cumulative Grade Point Average falls below 2.00 will be placed on probation (i.e. is eligible to enroll in classes, though specific conditions of enrollment or restrictions will be applied).

Any student whose overall Cumulative Grade Point Average falls below 2.00 will be placed on academic warning.

Suspension refers to the academic action taken when a student is not permitted to enroll in courses at the university for a determined period of time.

- Any degree-seeking undergraduate student whose Term Grade Point Average falls below a 2.00 (C average) and for whom suspension is not applicable will be placed on probation. The number of probations is limited to TWO per degree level during the entire duration of your studies.
- Students placed on suspension after two probations will be suspended for a period of one semester.
- Students who have been readmitted to RIT Croatia after an academic suspension will have up to two semesters (fall and spring) to return to good academic standing, and their status will be "pending action." Students who fail to return to good academic standing in two semesters will be placed on academic suspension.
- Students who attempt fewer than 9 credits in a term, and earn a term GPA less than a 2.0, but whose CUM GPA is 2.0 or higher may be subject to academic action at the discretion of the college.
- Students on probation, deferred suspension and returning from a suspension are now required to work with their Academic Advisor to create an Academic Success Plan. Academic Success Plan is an agreement between a student and the student's academic advisor designed to facilitate success in the program. Students should consult with their academic advisor to determine the appropriate number of credits per term.

- Any student whose Term Grade Point Average falls below 1.00 will be directly suspended from RIT Croatia for a period of one semester (fall or spring).
- A suspended student cannot enroll in any credit or non-credit course at the university while on suspension. This also includes co-ops.
- A suspended student may not be admitted to another program while suspended.
- In special circumstances, a suspended student may apply in writing to the Ombudsperson for a suspension waiver. This waiver request will be evaluated by the Ombudsperson and the Academic Advisors before submission to the Manager of Academic Affairs for approval.
- A suspension waiver may only be granted ONCE during a student's undergraduate studies.

Please note: The waiver carries specific responsibilities on the student's part. These may include registering in specific courses, achieving a semester GPA of at least 2.0, not withdrawing from any courses in which we will ask the student to enroll, taking a maximum term load of 12 credits, attending bi-weekly meetings with his or her faculty advisor. These responsibilities are stated in a contract the student will be required to sign. Should the student fail to abide by the conditions of the contract, or should the academic performance warrant suspension again, he or she would then be suspended with no opportunity to appeal.

### 3. TRANSFER PROCEDURE

Credit transfer procedure and transfer procedures generally speaking are defined by The Rulebook on Admission Requirements and Transfer Procedures from other HE institutions to RIT Croatia.

### 4. GRADUATION REQUIREMENT

All of the following are required for graduation from a student's program:

- A Cumulative Grade Point Average (GPA) of 2.00 or above based on the US credits system
- Satisfactory completion of the Capstone course
- Completion of a minimum of 123 US credits for the US degree and 240 ECTS for the Croatian degree
- Satisfactory completion and grade for the required co-ops in duration of 800 working hours
- No outstanding library dues
- Full payment or satisfactory adjustment of all financial obligations

#### Graduation with Honors

Honors posted to the academic record will be based upon the student's Cumulative Grade Point Average upon completion of the degree requirements. The numerical criteria for graduation with honors are as follows:

Summa cum laude	3.80 Cumulative GPA
Magna cum laude	3.60 Cumulative GPA
Cum laude	3.40 Cumulative GPA

## **5. DEGREES UPON COMPLETION OF THE STUDIES**

RIT Croatia is the only educational institution in Croatia granting two degrees: an American degree from RIT and a Croatian degree from RIT Croatia. Upon successful completion of the four-year program in Business Administration: International Business students receive a Bachelor of Science (B.S.) degree in Business Administration: International Business from RIT. Studies at RIT Croatia are also accredited by the Croatian Ministry of Science, Education and Sports and meet the requirements of the Bologna Agreement. As a result, all students completing the four-year IB program will receive the degree title of prvostupnik/ prvostupnica (baccalaureus/ baccalaurea) međunarodnog poslovanja. In order to receive a Croatian degree from RIT Croatia students must have either a high school diploma issued by a Croatian high school or a high school diploma recognized by the Ministry of Science, Education and Sports of the Republic of Croatia.

## **6. LIST OF OTHER STUDY PROGRAMS FROM WHICH THE ECTS POINTS COULD BE EARNED**

Web and Mobile Computing Zagreb

Web and Mobile Computing Dubrovnik

Hospitality and Tourism Management

## 7. PROGRAM LEARNING OUTCOMES

IB1	Evaluate opportunities and threats in current global environment for a business enterprise.
IB2	Generate and evaluate solutions to a complex business problem applying creative problem solving techniques (i.e. design thinking).
IB3	Apply contemporary business technology in a problem-solving process, and analyze its implications.
IB4	Develop a sustainable course of action for a substantive ethical business challenge, that considers the interest of all stakeholders.
IB5	Manage global business projects effectively applying leadership and managerial skills.
IB6	Develop components of a business strategy that specifically takes into account unique elements of global business (i.e., exchange rates, cultural differences, regional and global associations, supply chain issues).
IB7	Develop components of a corporate strategy for managing a global enterprise.
IB8	Communicate field-specific information in written and oral form using a standard English variety.
IB9	Critically evaluate text and other media in a specific field.
IB10	Reevaluate existing principles and practices in a specific field.
IB11	Manage one's professional development and engage in lifelong learning activities pertaining to the field.
IB12	Apply scientific principles in solving contemporary issues in a specific field.

## 8. LIST OF COURSES

FALL SEMESTER			
Course no.	Course Name	Credits	ECTS
<b>YEAR 1</b>			
MGMT-101	Business I: Ideas and Business Planning	3	5
ACCT-110	Financial Accounting	3	6
MGIS-101	Computer-Based Analysis	1	1
ECON-101	Principles of Microeconomics	3	5
UWRT-100	Critical Reading and Writing	3	5
MATH-101	College Algebra	3	5
YOPS-10	RIT 365: RIT Connections	0	0

YEAR 2			
MKTG-230	Principles of Marketing	3	6
MGIS-130	Information Systems and Technology	3	6
INTB-225	Global Business Environment	3	6
STAT-145	Introduction to Statistics 1	3	5

MLSP-201	Beginning Spanish 1	4	5
MLFR-201	Beginning French 1	4	5
MLIT-201	Beginning Italian 1	4	5
MLRU-201	Beginning Russian 1	4	5
MLGR-201	Beginning German 1	4	5

YEAR 3			
INTB-300	Cross-Cultural Management	3	6
DECS-310	Operations Management	3	6
MGMT-340	Business Ethics and Corporate Social Responsibility	3	6
PSYC-101	Introduction to Psychology	3	5

### CHOOSE 1 LANGUAGE COURSE

MLSP-301	Intermediate Spanish 1	3	4
MLIT-301	Intermediate Italian 1	3	4
MLRU-301	Intermediate Russian 1	3	4
MLFR-301	Intermediate French 1	3	4
MLGR-301	Intermediate German 1	3	4

YEAR 4			
INTB-550	Global Entry and Competition Strategy	3	6
ENVS-151	Scientific Inquiries in Environmental Science	4	5
<b>CHOOSE ONE COURSE FROM THE 2 OPTIONS BELOW:</b>			
PSYC-223	Cognitive Psychology (Mandatory for Psychology Immersion)	3	5

OR

ANTH-328	Heritage and Tourism	3	5
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### CHOOSE ONE SET OF MINOR COURSES BELOW:

#### Marketing Minor

MKTG-350	Consumer Behavior	3	6
MKTG-370	Advertising and Promotion Management	3	6

OR

#### Finance Minor

FINC-352	Financial Management II	3	6
FINC-362	Intermediate Investments	3	6

OR

#### Management Minor

HRDE-380	Human Resources Management	3	6
MGMT-320	Organizational Effectiveness Skills	3	6

SPRING SEMESTER			
Course no.	Course Name	Credits	ECTS
<b>YEAR 1</b>			
MGMT-102	Business II: Business Planning and Professional Development	3	5
ACCT-210	Management Accounting	3	6
ECON-201	Principles of Macroeconomics	3	5
ENVS-150	Ecology of the Dalmatian Coast	4	5
MATH-161	Applied Calculus	4	5

YEAR 2			
FINC-220	Financial Management*	3	6
MGMT-215	Organizational Behavior	3	6
MGMT-35	Careers in Business	0	0
STAT-146	Introduction to Statistics 2	4	5
UWRT-150	Writing Seminar	3	5

MLSP-202	Beginning Spanish 2	4	5
MLFR-202	Beginning French 2	4	5
MLIT-202	Beginning Italian 2	4	5
MLRU-202	Beginning Russian 2	4	5
MLGR-202	Beginning German 2	4	5

	Co-op 1	0	12
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YEAR 3			
INTB-315	Exporting and Global Sourcing	3	6
COMM-253	Communication	3	5
MKTG-330	Global Marketing	3	5
ENGL-411	Themes in American Literature	3	5
PSYC-101	Introduction to Psychology	3	5

### CHOOSE ONE COURSE FROM THE 2 OPTIONS BELOW:

#### OPTION 1: PSYCHOLOGY IMMERSION (MUST)

PSYC-225	Social Psychology	3	5
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OR

#### OPTION 2:

MLSP-302	Intermediate Spanish 2	3	4
MLIT-302	Intermediate Italian 2	3	4
MLGR-302	Intermediate German 2	3	4
MLRU-302	Intermediate Russian 2	3	4
MLFR-302	Intermediate French 2	3	4

	Co-op 2	0	12
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YEAR 4			
MGMT-560	Strategic Management	3	6
ENGL-210	Literature, Culture and Media	3	5
<b>CHOOSE ONE COURSE FROM THE 2 OPTIONS BELOW:</b>			
PSYC-221	Abnormal Psychology (Mandatory for Psychology Immersion)	3	5

OR

PHIL-401	Great Thinkers	3	5
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### CHOOSE ONE SET OF MINOR COURSES BELOW:

#### Marketing Minor

MKTG-320	Digital Marketing	3	6
MKTG-360	Professional Selling	3	6

OR

#### Finance Minor

FINC-430	Advanced Corporate Financial Planning	3	6
FINC-420	Finance in a Global Environment	3	6

OR

#### Management Minor

MGMT-310	Management Minor 3: Leading High-Performance Teams	3	6
MGMT-330	Design Thinking and Concept Development	3	6

Elective courses may vary depending on availability and enrolment.

# **YEAR 1 – COURSE DESCRIPTIONS**



## General Information

Course title:	Business I
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This is the first of a two-course sequence, 4 credit year long experience, comprising the freshman-integrated experience. In Business 1, students will be introduced to the key functional areas of business, discuss current factors, events, and trends that impact business, build professional, personal leadership, communication, and teamwork skills, and evaluate business decisions, and the business plan process. By understanding the key functions of business and analyzing business decisions in Business 1, students will be able to then develop their own business ideas in Business 2.

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### Course objectives:

- Identify and apply creative methods for idea generation
- Evaluate business opportunities
- Understand the role of key business functions
- Understand how a business is managed
- Understand and master business communication process
- Experience business decisions implications
- Present and explain business ideas

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### Conditions for enrolment in the course:

None/prerequisite

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## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** I Use teamwork, professionalism, and personal leadership in the business workplace

**CLO2:** Conduct research using databases

**CLO3:** Define key business functions

**CLO4:** Describe the impact of social, economic, global, and technology trends and news on business decisions

**CLO5:** Create a business product idea and pitch business ideas

**CLO6:** Use business communication and networking skills

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## Course content:

- The Framework for Business the Business Environment
- Business Ethics and Social Responsibility
- Evaluation of Business Opportunities
- Small Business and Entrepreneurship
- Business Formation: How to Start a Business?
- Key business functions
- Business Idea
- Planning in Business
- Business Decisions
- Elements of Business plan
- Management in Business
- Business Communication

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## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases
- Multimedia

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## Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

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## Monitoring student work:

Activity	ECTS
Short Assignment	0.5
Quiz	0.75
Participation	1
Business Idea	1.75
Final Exam	1
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<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Short Assignment	10
Quiz	15
Participation	20
Business Idea	35
Final Exam	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- **Snow, M., Williams, K.,** (2018) BUSN – Introduction to Business, International 11th edition. Nelson Education Ltd.

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### Additional reading:

As discussion of current events will also make up a significant component of the course, students are *strongly* encouraged to follow current events in the business world. Suggested news sources include:

- Financial Times
- The Economist
- TechCrunch
- VentureBeat

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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:	ACCT.110 Financial Accounting
Course leader:	Peter Schmidt
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the basic concepts and terminology in the field of accounting
- To understand the role of accounting and its impact and influence in business
- To prepare students for other courses in accounting, taxation and finance

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply the bookkeeping rules of an accrual accounting system to a wide set of basic business transactions
- CLO2:** Apply the accounting process to create a set of financial statements
- CLO3:** Analyze financial ratios constructed from financial statement data

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### Course content:

- Introducing accounting concepts
- Recording business transactions
- Income measurement and period adjusting

- Closing books
- Reporting cycle
- Merchandising
- Cash
- Securities
- Receivables
- Inventory
- Property, Plant, and Equipment
- Current liabilities
- Long-term liabilities
- Shareholders' Equity
- Cash flow statement
- Using accounting information
- International transactions
- Ratios
- Ethics in accounting

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### Teaching delivery methods:

- Lectures (flipped classroom format: recorded lectures)
- In-class exercises
- In-class discussions
- Accounting project work

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### Student obligations:

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

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### Monitoring student work:

Activity	ECTS
Quizzes	1.2
Mid-term 1	1.2
Mid-term 2	1.2
Accounting project	0.6
Participation	0.6
Final exam	1.2
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quizzes	20
Mid-term 1	20
Mid-term 2	20
Accounting project	10
Participation	10
Final exam	20
Total:	100

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### Required reading:

- Larry M. Walther (2019). *Principles of accounting*. Independently published. <https://www.principlesofaccounting.com/>

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.

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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:	Computer-Based Analysis – MGIS-101
Course leader:	Daniel Bara
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	1
Teaching hours (L+S+E):	15 (0+0+1)

## Course Description

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### Course objectives:

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This course provides students with:

- Hands-on experience with the analytical software tools and techniques that are used in today's businesses.
- Application of spreadsheet models for supporting management decision-making. A variety of spreadsheet-based cases in market research, financial analysis, accounting applications and other business domains will be used to show how to effectively analyse and solve business problems.
- The aim of this course is to develop and train students' spreadsheet software skills.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Identify components of spreadsheet design that support business decision making
- CLO2:** Employ spreadsheet based analytical skills to turn data into information
- CLO3:** Apply spreadsheet-based analysis in a variety of business functional areas
- CLO4:** Evaluate commercial viability of the new product/service using spreadsheet models;
- CLO5:** Outline the steps for analysing new product/service feasibility;



**CLO6:** Identify and evaluate target markets of the new product/service using spreadsheet models.

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## Course content:

1. Fundamental Skills Introduction to MS Excel
  - a. Entering, Editing, and Managing Dana
  - b. Formatting and Data Analysis
  - c. Printing
  - d. Exercises
2. Mathematical (statistical) Computations
  - a. Formulas
  - b. Statistical Functions
  - c. Functions for Personal Finance
3. Presenting Data with Charts Chapter 4
4. Functions
  - a. Logical Functions
  - b. Statistical IF Functions
  - c. Lookup Functions and Recap

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## Teaching delivery methods:

- Lectures
- Exercises
- Project work

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Exam 1	0,3
Exam 2	0,3
Exam 3	0,3
Class participation	0,1
<b>Total</b>	<b>2</b>

Teaching time is worth 0.25 ECTS points and it has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	30
Exam 2	30
Exam 3	30
Class participation	10
<b>Total:</b>	<b>100</b>

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### Required reading:

Manzo, J.M. (2012) How to Use Microsoft® Excel®: The Careers in Practice Series, v. 1.1. FlatWorld. If you use an older version of the book, that should be fine, but check the new version to see if there are any differences. Open access at:  
[https://saylordotorg.github.io/text\\_how-to-usemicrosoft-excel-v1.1/](https://saylordotorg.github.io/text_how-to-usemicrosoft-excel-v1.1/)

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### Additional reading:

- Material delivered in class, with front teaching, flipped classroom, teamwork and any other means.
- Lecture slides and any other material posted on MyCourses.
- Excel files provided during dedicated lab sessions, and any other digitally-delivered material.

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

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## Course content:

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

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## Teaching delivery methods:

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

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Use of English	0.25
Writing Assignment - draft 1	0.5
Writing Assignment 1	0.5
Writing Assignment – draft 2	1
Writing Assignment 2	1
Persuasive Essay Draft	0.5
PE Peer Review	0.25
Persuasive Essay Final	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Use of English	5
Writing Assignment draft 1	10
Writing Assignment 1	10
Writing Assignment - draft 2	20
Writing Assignment 2	20
APA Quiz	10
Persuasive Essay Draft	10
PE Peer Review	5
Persuasive Essay Final	10
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

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## Course content:

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

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## Teaching delivery methods:

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

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Fallacies Quiz	0.25
Reading Assignment 1	0.5
Writing Assignment 1	0.5
Punctuation Quiz	0.5
Reading Assignment 2	0.5
Writing Assignment 2	0.5
Word Choice Quiz	0.5
APA Quiz	0.5
Persuasive Essay Draft	0.5
PE Peer Review	0.25



Persuasive Essay Final	0.5
<b>Total</b>	<b>5</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Fallacies Quiz	5
Reading Assignment 1	10
Writing Assignment 1	10
Punctuation Quiz	10
Reading Assignment 2	10
Writing Assignment 2	10
Word Choice Quiz	10
APA Quiz	10
Persuasive Essay Draft	10
PE Peer Review	5
Persuasive Essay Final	10
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

- Anker, S. (2010). *Real writing with readings*. Boston, MA: Bedford/St. Martin's.
- Casagrande, J. (2014). *The best punctuation book, period*. Berkley, CA: Ten Speed Press.
- Scarry, S., & Scarry, J. (2011). *The writer's workplace with readings. Building college writing skills*. Boston, MA: Wadsworth.

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

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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:	College Algebra, COS-MATH-101
Course leader:	Kristijan Tabak
Study programme:	IB, WMC
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Apply basic definitions, concepts, rules, vocabulary, and mathematical notation of algebra and coordinate geometry
- Gain the necessary manipulative skills required for solving problems in algebra and coordinate geometry.
- Acquire a background in mathematics necessary to a study of university mathematics.

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** combine algebraic identities to construct the solutions of algebraic equations,
- CLO2:** generate graph representations of exponential and logarithmic functions,
- CLO3:** develop procedures to solve mathematical problems from the business domain,
- CLO4:** connect concepts in algebra with practical problems in management.

---

### Course content:

- Exponents, radicals, and their properties

- Equations and inequalities
- Systems of equations in two and three variables
- Functions, their notation and graphs
- Logarithms and Exponentials
- Solving exponential and logarithmic equations
- Applications

---

## Teaching delivery methods:

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

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## Student obligations:

- Attending classes
- Participate in discussions

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## Monitoring student work:

Activity	ECTS
Assignment 1	1.5
Assignment 2	1.5
Assignment 3	1.5
In Class Quiz	0.5
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
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Assignment 1	30
Assignment 2	30
Assignment 3	30
In class Quizz	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Blitzer, Algebra and Coordinate Geometry, Prentice Hall, Upper Saddle River, NJ
- Larson and Hostetler, Algebra and Trigonometry, Brooks/Cole, Pacific Grove, CA.

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### Additional reading:

- None

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

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

## General Information

Course title:	ECON.101 Principles of Microeconomics
Course leader:	Doc.dr.sc. Jasminka Samardžija
Study programme:	IB, HTM
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- This course provides an introduction to microeconomics with an emphasis on supply and demand, the consumer, the producer, economic equilibrium, efficiency and equity, market failures, and government intervention in markets. In this context, the course has three broad objectives.
- 1) It is designed to help students to understand basic economic concepts and problems related to the behavior and interaction of individuals. It examines how individuals make decisions, markets allocate resources through the price mechanism, and problems relating to imperfect competition, externalities (like pollution), common resources, imperfect information, and poverty and inequality.
- 2) It is designed to give students a feel for the methods which economists use to understand individual behavior and interactions. It introduces students to a variety of models, including optimizing models of consumer and firm behavior, partial and simple general equilibrium models, and models of perfect competition.
- (3) Finally, it attempts to help students to develop an ability to apply the methods and models in seeking solutions to the economic problems confronting society.

---

### Conditions for enrolment in the course:

None/prerequisite

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## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply the marginal principle, the concept of opportunity cost, and circular market flow.
- CLO2:** Analyze market demand and supply and elasticity.
- CLO3:** Draw graphs demonstrating movements and shifts along demand and supply curve.
- CLO4:** Evaluate the consequences of alternative government policies in markets.
- CLO5:** Apply the concept of utility, producer, consumer surplus, and total surplus.
- CLO6:** Integrate firms' inputs, outputs and costs in profit maximizing decisions under conditions of perfect competition.

---

## Course content:

- Basic concepts of economics
- Market supply & Market demand
- Gains from Trade & Economic Coordination
- Elasticity of Demand & Elasticity of Supply
- Efficiency and Equity
- Benefit, Cost and Surplus
- Externalities
- Government actions in markets: rent ceiling & minimum wage
- Government actions in markets: taxes production quotas and subsidies
- Utility and Demand
- Utility maximizing choices and paradox of value
- Possibilities, Preferences and Choices
- Predicting consumer choices
- Organizing Production
- Output and Cost: total, marginal & average cost and product
- Long run costs
- Perfect competition: output price and profit in the short run
- Perfect competition: output price and profit in the long run

---

## Teaching delivery methods:

- Lectures
- Problem solving in small teams
- Group discussion
- Exercises
- Project work
- Personal research
- Class presentation

## Student obligations:

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

## Monitoring student work:

Activity	ECTS
Assignment 1 (HW1)	0.25
Assignment 2 (HW2)	0.25
Assignment 3 (Midterm 1)	1
Assignment 4 (HW3)	0.25
Assignment 5 (Midterm 2)	1
Assignment 6 (HW4)	0.25
Assignment 7 (Final project)	0.5
Assignment 8 (Final exam)	1.5
<b>Total</b>	<b>5</b>

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1 (HW1)	5
Assignment 2 (HW2)	5
Assignment 3 (Midterm 1)	20
Assignment 4 (HW3)	5
Assignment 5 (Midterm 2)	20
Assignment 6 (HW4)	5



Assignment 7 (Final project)	10
Assignment 8 (Final exam)	30
<b>Total:</b>	<b>100</b>

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### Required reading:

- Parkin, M. (2016). *Microeconomics, 12<sup>th</sup> edition*. Pearson Education Limited.

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### Additional reading:

- Acemoglu, D., Laibson, D. & List, J. (2018). *Microeconomics, 2nd Edition*. Pearson Education Limited: 2018.

---

### 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:	RIT 365: RIT Connections - YOPS-010
Course leader:	Marija Šušak Mišetić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	0
Teaching hours (L+S+E):	15 (1+0+0)

## Course Description

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### Course objectives:

- Develop broad-based professional competencies, including communication, critical thinking and collaboration.
- Enhance personal growth by using intentional strategies (tools).
- Connect with various RIT Croatia community members and understand their roles.

---

### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- L01:** Integrate with the RIT Croatia community
- L02:** Discuss their ownership and accountability during their educational experience.
- L03:** Identify strategies to enhance their personal academic growth through tools that aid in decision making throughout their education.
- L04:** Engage in reflective dialogue based on their knowledge and first-year experiences.

---

### Course content:

- Engage in reflective dialogue/discussion
- Attend Super Speaker event

- Reflective Coaching session
- Analyse and construct arguments
- Reflective writing

---

## Teaching delivery methods:

- Lectures
- Independent work
- Coaching
- Exercises

---

## Student obligations:

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

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Reflection Paper 1	20%
Reflection Paper 2	20%
Reflection Paper 3	20%
Reflection Paper 4	20%
Coaching	10%
6 Word Story	10%
<b>Total:</b>	<b>100</b>

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

- RIT Croatia Student Handbook 2022-23

- RIT Croatia Cooperative Education Handbook 2022-23

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

- N/A

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

Materials available on RIT Croatia website.

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

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

## General Information

Course title:	Business II
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This course, the second course in the First-year Business Sequence, applies technology tools to create well defined and complete business plans. Students will develop websites and other marketing and process tools to take their business concept outlined in Business 1 to a final business plan for review with an outside board.

---

### Course objectives:

- Define and finalize the business plan
- Develop a video presentation targeted to various stakeholders
- Research and identify the key technologies impacting the proposed new product or service
- Create business process models that document the new business idea
- Develop a website plan to support the new business processes

---

### Conditions for enrolment in the course:

- MGMT-101 Business 1: Ideas and Business Planning,
- MGIS-101 Computer-based Analysis

---

### Expected learning outcomes of the course:

A student will be able to:

**CL01:** Identify the key technologies impacting the proposed new product or service

**CL02:** Describe business process models that document the new business idea

**CLO3:** Prepare a presentation on a specific topic of business development

**CLO4:** Develop basic web page for start-up business

**CLO5:** Create promotional video and business plan

---

## Course content:

- Life cycle of a business
- Founder characteristics
- The DISC models
- Creating a Business Plan
- Business process and revenue models
- Marketing of new products
- Finding Investors
- Building a team
- How to create a video
- Viral ads
- Website planning and development
- Social media
- Negotiation

---

## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases
- Multimedia

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Business Plan	1.25

Midterm	0.75
Participation	0.5
Video Project	0.75
Website Project	0.75
Final Exam	1
...	
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Business Plan	25
Midterm	15
Participation	10
Video Project	15
Website Project	15
Final Exam	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

- **Schneider**, G. (2016) Electronic Commerce, International 12th edition. Boston, Cengage. (library)
- **Kotler**, P., **Armstrong**, G. (2020) Principles of Marketing, 18th global edition, Pearson Education
- **Miletsky**, J. (2010) Principles of Internet Marketing: New Tools and Methods for Web Developers; Cengage – selected chapters (library)

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## Additional reading:

As discussion of current events will also make up a significant component of the course, students are *strongly* encouraged to follow current events in the business world. Suggested news sources include:

- Financial Times
- The Economist
- TechCrunch
- VentureBeat

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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:	Management Accounting
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the typical framework and constituent role(s) of organizational accounting/finance functions.
- To understand how key accounting/finance information is obtained, presented, and utilized.
- To select and implement a range of accounting/finance tools appropriate to different situations and contexts.
- To present accounting/finance information and related analytical interpretation and discussion in an effective manner.
- Appreciate notable behavioural, ethical, and social factors associated with the provision of accounting/finance information; and
- Critically evaluate the effectiveness of 'traditional' accounting/finance approaches - **and** assess current research and possible future developments.

---

### Conditions for enrolment in the course:

ACCT.110 – Financial Accounting

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Describe the typical framework and constituent role(s) of organizational accounting/finance functions

**CLO2:** Demonstrate (how key accounting/finance information is obtained, presented, and utilized

**CLO3:** Select a range of accounting/finance tools [such as performance ratios, costing systems, budgeting, project appraisal and working capital management] appropriate to different situations and contexts

**CLO4:** Prepare basic management accounting analyses and reports

**CLO5:** Apply cost behaviour analysis in forecasting financial results

---

## Course content:

- History of/basic elements [ie costs] of management accounting
- Costing/traditional absorption costing
- Costing/marginal costing and CVP analysis
- Activity based costing
- Pricing & target costing
- Budgets and budgetary control
- Working capital management and sources of finance
- Capital investment decisions
- Performance measurement + rewards/traditional approaches
- Strategic management accounting/benchmarking

---

## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Quiz (8)	1.44
Case study	0.96

Exam 1	1.2
Exam 2	1.2
Final Exam	1.2
...	
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz (8x3)	24
Case Study	16
Exam 1	20
Exam 2	20
Final Exam	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Atkinson, A., A., Kaplan, R., S., Matsumura, E., M., Young, S., M., (2010), *Management Accounting: Information for Decision-Making and Strategy Execution, 6<sup>th</sup> Edition*, Prentice Hall Press, Paramus, NJ
- Mowen, Maryanne M., Hansen, Don R., Heitger, Dan L.. (2018). *Managerial accounting: the cornerstone of business decision making* (7th ed.). United States: Cengage Learning.

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### Additional reading:

- Walther, L., M., Skousen, C., J., (2010) *Introduction to Managerial Accounting: Managerial and Cost Accounting*, bookboon.com

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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:	ECON.201 Principles of Macroeconomics
Course leader:	Doc.dr.sc. Jasminka Samardžija
Study programme:	IB, HTM
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- The goal of Principles of Macroeconomics is to provide students with a broad overview of the aggregate economy. One important goal of this course is to provide students with a good understanding of aggregate economic accounts and definitions, principally so that they can read and understand news and television reporting of the aggregate economy.
- The course is designed to provide students with a unified framework that can be used to analyze key macroeconomic issues such as growth, inflation, expectations, deficits, recessions, productivity, interest rates, exchange rates, trade balance, monetary and fiscal policy
- The course will feature a heavy emphasis on the role of economic policy: monetary and fiscal policies aimed at short run stabilization, policies concerning trade and international finance, and policies aimed at promoting long run growth.
- The course will clearly highlight the tradeoffs involved in policymaking – e.g. short run stabilization vs. long run growth, efficiency vs. equity, etc.

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## Conditions for enrolment in the course:

Prerequisite/Principles of Microeconomics

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## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Apply GDP national income accounting concepts.

**CLO2:** Analyze the components of aggregate demand (consumption, investment, government, net exports).

**CLO3:** Connect the concepts of economic growth, unemployment, inflation and aggregate supply & aggregate demand framework

**CLO4:** Evaluate the role of money, monetary and fiscal policy in the macroeconomy.

**CLO5:** Connect Balance of Payment, exchange rates and their effects on the open macroeconomy.

**CLO6:** Critically assess economic problems and economic policy.

---

## Course content:

- Measuring GDP and economic growth
  - Monitoring jobs and inflation
  - Economic growth
  - Finance, saving and investment
  - Money, the price level, and inflation
  - The exchange rates
  - The exchange rate policy
  - Current account balance
  - The balance of payments
  - Aggregate supply
  - Aggregate demand
  - Fiscal policy
  - Monetary policy
- 

## Teaching delivery methods:

- Lectures
- Problem solving in small teams
- Group discussion
- Exercises
- Project work
- Personal research

- Class presentation

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Assignment 1 (HW1)	0.25
Assignment 2 (HW2)	0.25
Assignment 3 (Midterm 1)	1
Assignment 4 (HW3)	0.25
Assignment 5 (Midterm 2)	1
Assignment 6 (HW4)	0.25
Assignment 7 (Final project)	0.5
Assignment 8 (Final exam)	1.5
<b>Total</b>	<b>5</b>

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1 (HW1)	5
Assignment 2 (HW2)	5
Assignment 3 (Midterm 1)	20
Assignment 4 (HW3)	5
Assignment 5 (Midterm 2)	20

Assignment 6 (HW4)	5
Assignment 7 (Final project)	10
Assignment 8 (Final exam)	30
<b>Total:</b>	<b>100</b>

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### Required reading:

- Parkin, M. (2016). *Macroeconomics, 12<sup>th</sup> edition*. Pearson Education Limited.

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### Additional reading:

- Acemoglu, D., Laibson, D. & List, J. (2018). *Macroeconomics, 2nd Edition*. Pearson Education Limited: 2018.

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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:	Applied Calculus
Course leader:	Kristina Soric
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	60 (2+0+2)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

At least 50 points earned in College Algebra.

---

## Expected learning outcomes of the course:

A student will be able to:

- CLO 1:** Develop understanding of function, its continuity, limit, derivative and integral
- CLO 2:** Analyze function continuity
- CLO 3:** Analyze function limit
  
- CLO 4:** Utilize derivative to study increasing and decreasing functions, convexity and concavity, extreme and inflection points
- CLO 5:** Utilize integrals to calculate areas
  
- CLO 6:** Utilize mathematical concepts to model and solve problems from everyday environment
  
- CLO 7:** Interpret the solutions of solved problems according to the discussions in the classroom

---

## 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	1.50
Exam II	1.50
Exam III	1.50
Quiz 1	0.05
Quiz 2	0.05
Quiz 3	0.05
Quiz 4	0.05
Quiz 5	0.05

Quiz 6	0.05
Quiz 7	0.05
Quiz 8	0.05
Quiz 9	0.05
Quiz 10	0.05
<b>Total</b>	<b>5</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points %
Exam I	30
Exam II	30
Exam III	30
Quiz 1	1
Quiz 2	1
Quiz 3	1
Quiz 4	1
Quiz 5	1
Quiz 6	1
Quiz 7	1
Quiz 8	1
Quiz 9	1
Quiz 10	1
<b>Total</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	COS-ENVS-150-Ecology of the Dalmatian Coast
Course leader:	Staša Puškarić
Study programme:	International Business
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

**LO1:** Analyze environmental issues.

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

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

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

---

## Course content:

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

---

## Teaching delivery methods:

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

## Teaching delivery modes:

- Lectures
  - Class discussions
  - Fieldtrips
- 

## Student obligations:

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

## Monitoring student work:

Essay (Assignment 1)

**ECTS 1.0**

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 1.5**

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 0.5**

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

Presentation

**ECTS 1**

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.

Final Exam

**ECTS 1**

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

**Total 5**

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1	20
Assignment 2	15
Presentation	10
Quiz	10



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

---

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

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

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

- Papers selected from the primary literature (updated annually)

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

Materials available at RIT online library The Wallace Center.

---

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

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

# **YEAR 2 – COURSE DESCRIPTIONS**

## General Information

Course title:	Principles of Marketing
Course leader:	Nikola Drašković, Irena Guszak
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the basic concepts and terminology in the field of marketing
- To understand the role of marketing and its impact and influence in society
- To prepare students for other courses in the marketing domain

---

### Conditions for enrolment in the course:

Sophomore status

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Assess the relevance of marketing and the marketing process in a company.
- CLO2:** Analyze the marketplace and consumer value.
- CLO3:** Critically assess marketing strategies essential for establishing a competitive advantage in different business environments.
- CLO4:** Evaluate product strategies for establishing a competitive advantage in different business environments.
- CLO5:** Critically assess different traditional and digital marketing channels and the role of associated intermediaries.
- CLO6:** Suggest price strategies for establishing a competitive advantage in different business environments.

**CLO7:** Assess the relevance of different integrated marketing communications tools in the context of traditional and digital marketplace.

---

## Course content:

- Marketing: Creating and Capturing Customer Value
  - Company and marketing strategy
  - Analyzing the marketing environment
  - Managing Marketing Information to Gain Customer Insights
  - Consumer Markets and Consumer Buyer Behavior
  - Business Markets and Business Buyer Behavior
  - Customer-Driven Marketing Strategy
  - Creating Competitive Advantage
  - Products, Services, and Brands: Building Customer Value
  - New-Product Development and Product Life-Cycle Strategies
  - Marketing Channels: Delivering Customer Value
  - Retailing and Wholesaling
  - Pricing: Understanding and Capturing Customer Value
  - Pricing Strategies: Additional Considerations
  - Integrated Marketing Communications Strategy
  - Advertising and Public Relations
  - Personal Selling and Sales Promotion
  - Direct, Online, Social Media, and Mobile Marketing
- 

## Teaching delivery methods:

- Lectures
  - Business cases
  - Project work
  - In-class exercises
- 

## Student obligations:

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

## Monitoring student work:

Activity	ECTS
Group homework	0.24
Individual homework	0.30
Exam 1	1.5

Individual homework	0.30
Quiz 1	0.12
Quiz 2	0.12
Exam 2	1.5
Individual homework	0.30
Quiz 3	0.12
Exam 3	1.5
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Group homework	4
Individual homework	5
Exam 1	25
Individual homework	5
Quiz 1	2
Quiz 2	2
Exam 2	25
Individual homework	5
Quiz 3	2
Exam 3	25
<b>Total:</b>	<b>100</b>

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### Required reading:

- Kotler, P., & Armstrong, G. (2018). *Principles of Marketing* (17<sup>th</sup> gl. ed.). Pearson Education.

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## Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.
- Selected video materials will also be shared by the instructor.

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

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

## General Information

Course title:	Global Business Environment
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Being an informed global citizen requires an understanding of the global business environment. Organizations critical to the development of the global business environment include for-profit businesses, non-profits, governmental, non-governmental, and supranational agencies. This course introduces students to the interdependent relationships between organizations and the global business environment. A holistic approach is used to examine the diverse economic, political, legal, cultural, and financial systems that influence both organizations and the global business environment.

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### Course objectives:

- To introduce students to the various types of organizations and the major trends that help shape the global environment.
- To understand the interdependent relationship between organizations and the economic, political, cultural, and technological systems of the global environment through which national economies are connected.
- To prepare students for strategic challenges and opportunities in the global context and competencies to anticipate the potential strategies of global and local business.

---

### Conditions for enrolment in the course:

None/prerequisite

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## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Identify key globalization concepts and organizations that shape the global environment

**CLO2:** Discuss ethical issues and corporate social responsibility in a global business context

**CLO3:** Analyse strategic challenges and opportunities in the global and regional context in specific industries

**CLO4:** Integrate facts of the economic, political, cultural and technological systems of the global environment into debate arguments

---

## Course content:

- Global Business, Framework and Ethics
- World Economies
- Int'l Trade and Foreign Direct Investment
- Global and Regional Economic Cooperation and Integration
- International Monetary System
- Foreign Exchange and Global Capital Markets
- Int'l Expansion and Global Market Opportunity Assessment
- Exporting, Importing, and Global Sourcing
- Technology & Digital Transformation
- Managing Human Resources Globally
- Global Marketing Distribution, Supply-Chain Management
- Case Study: ESG - Environmental, Social, and Governance

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## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases
- Multimedia

---

## Student obligations:

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



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## Monitoring student work:

Activity	ECTS
Participation	1.2
Essay 1&2	1.5
Midterm	1.2
Research Project	0.9
Final Exam	1.2
...	
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Participation	20
Essay 1&2	25
Midterm	20
Research Project	15
Final Exam	20
<b>Total:</b>	<b>100</b>

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## Required reading:

- Carpenter, A., M., Dunung, S.,P., (2013). International business: opportunities and challenges in a flattening world, Irvington, N.Y.: Flat World Knowledge.
- Kapoor, M., (2019). Global Business Environment Shifting Paradigms in the Fourth Industrial Revolution, SAGE Publications Pvt. Ltd; First edition.

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## Additional reading:

- Newspapers and magazines such as The Economist, Wall Street Journal, Fortune, Financial Times, Business Week, and others

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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

## Syllabus

Course title and number	MGIS.130 - Information Systems and Technology
Instructor	Daniel Bara
Term	Spring AY 2023
ECTS points	6
Credit hours (L+S+E)	45 (3+0+0)
Prerequisite	None
E-mail	daniel.bara@croatia.rit.edu
Office	15
Office hours	Monday/Tuesday/Thursday 4:00 pm – 5:00 pm

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## Meeting time

Section	Tuesday	Thursday
Section 1	5 pm – 6.30 pm, Room 6	5 pm – 6.30 pm, Room 6
Section 2	8 pm – 9.30 pm, Room 6	8 pm – 9.30 pm, Room 6

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## Program learning outcomes supported by this course:

Information Systems and Technology students after graduation will be:

- Problem solvers who apply information technology solutions to business needs.
- Information technology leaders utilizing the knowledge acquired in the MGIS.130 program.
- Life-long learners who participate in the advancement of the economic and social development of the local community utilizing their professional and ethical skills.

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## Course Learning Outcomes

A student will be able to:

- LO1:** Demonstrate an understanding of systems and design thinking principles
- LO2:** Explain what an information system is and why information systems are so important in contemporary organizations
- LO3:** Analyse an existing information system
- LO4:** Generate alternative solutions to an information systems problem and choose among them

**LO5:** Identify and evaluate the role of data in information systems and business processes

**LO6:** Understand the role of business intelligence systems in creating organizational value

**LO7:** Describe importance of privacy and security in information systems

## Course description

To be successful in our globally networked business environment, contemporary management professionals must have a strong grounding in the principles of information and information technology.

This course introduces the field of management information systems (MIS), including the tools and techniques for managing information and information technologies within organizations. We place a particular emphasis on the nature of systems, the role of information in business processes, the management of data, and the planning of MIS design projects.

## Course materials

There is no formal textbook for the course. Instead, our readings will be drawn from free materials that are available on the Internet. Because we are attempting a more dynamic approach to readings and discussion, the reading material may change somewhat as the course progresses. The class will be notified of any changes to the assigned reading at least a week in advance.

## Grading

Grading scale (minimum percent): A = 94; A- = 90; B+ = 87; B = 83; B- = 80; C+ = 77; C = 73; C- = 70; D = 60

## Components of evaluation:

Component	Points/%
Participation	6
Team project 1 <sup>st</sup> milestone (form a group)	2
Team Project 2 <sup>nd</sup> milestone (one page brief)	6
Quizzes (10 out of 12)	40
Team Project 3 <sup>rd</sup> milestone (detailed outline)	18
Team project 4 <sup>th</sup> milestone (presentation submission)	4
Team project 5 <sup>th</sup> milestone (presentation)	10
Workshop	4
Case studies	8
Essay	2
<b>Total:</b>	<b>100</b>

## Course learning outcomes based grading table:

Assignments	Att&Part	Workshop	Case studies	Essay	Quizees	Team project	ECTS	Points
ETCS	0,36	0,24	0,48	0,12	2,40	2,40	6	
Points (weights in %)	6	4	8	2	40	40	100	100
CLO 1	1	4			5	2	0,72	12
CLO 2	1			0,5	5,5	4	0,66	11
CLO 3	1			0,5	6,5	5	0,78	13
CLO 4	1		2	1	6	12	1,32	22
CLO 5	1		2		6	7	0,96	16
CLO 6			2		6	5	0,78	13
CLO 7	1		2		5	5	0,78	13
Totals	6	4	8	2	40	40	6	100

## Attendance and participation:

- Class attendance is mandatory. This is a business course, and as in business, students are required to attend all classes, to be on time and to be productive. To meet the objectives described above, it is important that students attend classes regularly and participate in class discussions. Students are expected to arrive promptly for class to begin as scheduled and to leave only after the end of class. Attendance records are available for student's inspection on myCourses. Students need to monitor attendance regularly.
- **Attendance records beyond the last four sessions are locked and not eligible to changes!**
- Attendance will be taken at the beginning of each class and **students are allowed to miss a maximum of 3 classes without any excuse**. During class, checks will sometimes be done to determine if all students are present. Repeated late arrivals will be penalized. Late arrivals of 15 minutes or more counts as absence. Similarly, if a student does not behave appropriately, he or she will be warned first, and if he/she continues with unacceptable behaviour, he/she will be asked to leave the class and will be penalized.
- For each additional class missed, 2 percent will be deducted from the overall grade, regardless of the circumstance. If a student is not present when attendance is taken (first 15 minutes), the student is considered absent. In other words, if you are late to class and you are allowed to enter, you are still considered absent.
- If there is a "special circumstance" that the instructor should be aware of, the student needs to make sure that he/she e-mail or speak with the instructor prior to or directly after the "special

circumstance” (max 7 days after the “special circumstance”). It is at instructor’s discretion to excuse a student for missing a class or to consider him/her absent.

- **If you miss 7 or more classes, you will automatically fail the course, irrespective of the grade level you have otherwise achieved.**
- Finally, it is mandatory that all students are in attendance during the week of final exams. No special arrangements will be made to accommodate students who would like to take the test earlier. Plan your holiday trips and flights accordingly.
- This is a discussion-based course. Discursive learning is effective when the educational objectives include the development of qualities of mind (e.g., curiosity, judgment, wisdom), qualities of person (e.g., character, integrity, responsibility), and development of the ability to apply general concepts and knowledge to specific situations. Most issues around systems analysis and design – and indeed the use of information technology in organizations – demand sound judgment and innovative thinking. Contrary to the idealized image of systems development, they frequently lack clear decision criteria. Rather, such issues often involve difficult choices, since they are not so much about distinct technologies as they are about people and organizational structures.
- Discussion also has the advantage that it puts both students and instructors in an active learning mode. It challenges each of us to accept substantial responsibility for our own learning and it gives us a first-hand appreciation of, and experience with, the application of knowledge to practice. The evaluation of class participation in this course will be based on both consistent attendance of class sessions and active participation in the discussions that occur there.
- **The participation grade will be based on class attendance (on time), the quality/frequency of answers to the questions and solved assignments and submitted homework (if applicable). Class participation will be graded based on the subjective assessment of the instructor.**
- Some of the criteria for evaluating effective class participation include:
  - Is the student prepared?
  - Is the student completing tasks and exercises during the class?
  - Do comments add to our understanding of the situation?
  - Do comments show an understanding of theories, concepts, and/or analytical devices presented in class lectures?
  - How well student responds to questions (orally or written) and how effectively he/she considers the comments and analyses of classmates?
- In the case when student is distracting class, the student will be suspended from the lecture and will receive an absence and -10 percent in participation.

- This will be taken into account no matter if student is missing less than three times. Students are allowed to erase maximum two absences by writing an essay or in some other way in agreement with the instructor.

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## Course schedule

Week/Lecture	Topic/Activity
W1	<ul style="list-style-type: none"> <li>• Introduction and Course Overview, Syllabus, Q&amp;A</li> </ul>
W2 L1	<ul style="list-style-type: none"> <li>• Systems Thinking</li> </ul>
W3 L2	<ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>
W4 L3	<ul style="list-style-type: none"> <li>• Design thinking</li> </ul>
W5 L4 W5 L5	<ul style="list-style-type: none"> <li>• What is an IS?</li> <li>• IS strategy, Diversity of Information Systems</li> </ul>
W6 L6	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Digital Technology Cases</li> </ul>
W7 L7	<ul style="list-style-type: none"> <li>• Internet</li> </ul>
W8 L8	<ul style="list-style-type: none"> <li>• Ethics and IS</li> <li>• Ethical Cases</li> </ul>
W9 L9 W9 L10	<ul style="list-style-type: none"> <li>• Project Management, Business Process Management</li> <li>• Blockchain, Cryptocurrency</li> </ul>
W10 L11 W10 L12	<ul style="list-style-type: none"> <li>• Virtual &amp; Augmented Reality</li> <li>• Databases, Graphical Databases, Big Data</li> </ul>
W11 L13 W11 L14	<ul style="list-style-type: none"> <li>• Data Visualization</li> <li>• Business Intelligence, Knowledge Management</li> </ul>
W12 L15	<ul style="list-style-type: none"> <li>• Information Security</li> </ul>
W13 L16	<ul style="list-style-type: none"> <li>• Privacy</li> </ul>
W14	<ul style="list-style-type: none"> <li>• Team project</li> </ul>
W15	<ul style="list-style-type: none"> <li>• Final grades</li> </ul>

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## Policies

## Course policies

### Technology in the classroom

The use of cell phones, tablets, laptops, and other personal electronic devices in class is not allowed, unless the instructor invites students to use them for a learning activity related to the course. These should be switched off and put away at the beginning of class. Students using such devices in class will lose points – these will be deducted at the end of the semester from the total number of points.

### Written Assignments – Minimum Expectations

The written assignment needs to:

- be in line with the guidelines provided by the instructor
- be proofread (no spelling and grammar mistakes)
- be in Standard American English
- be organized in paragraphs
- use a proper citing and referencing style required by the instructor (e.g. APA, MLA, etc.)
- use proper formatting required by the instructor (e.g. font type and size, margins, spacing, alignment, etc.)

The instructor may refuse to accept the written assignment or deduct points if these expectations are not met.

Go to <https://bit.ly/citeref> to access guides on using different citing and referencing styles. Visit the RIT Croatia Writing Lab for any help you may need with writing.

## General policies

It is the student's duty to thoroughly familiarize themselves with all the policies applied in the course. The policies can be found on the links below:

### Equal Access and Disability Accommodation Policy

This policy outlines RIT Croatia's values regarding diversity, equity, and inclusion. [More](#)

### Academic Honesty Policy

This policy provides information about academic honesty, academic dishonesty, and related procedures. [More](#)

## Resources

### Writing Lab

The Writing Lab is a free service which enables students to have a writing assignment for **any class** critiqued with suggested corrections and improvements by an instructor. Using this service improves the quality of the work the student hands in for a grade. [More](#)



## General Information

Course title:	Introduction to Statistics I, COS-STAT-145
Course leader:	Kristijan Tabak
Study programme:	HTM, IB
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Apply basic definitions, concepts, rules, vocabulary, and mathematical notation of statistics and probability theory.
- Use necessary manipulative skills required for solving problems in business, economics and medical sciences

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** classify random events according to their properties
- CLO2:** create sample spaces together with associated probability function,
- CLO3:** generate random variables that describe random events,
- CLO4:** analyze likelihoods for future events.

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### Course content:

- Numerical summaries
- Graphical displays

- Data Description
- Univariate data - measures of location and dispersion
- Bivariate data - correlation and regression
- Sampling
- Population versus sample
- Random sampling
- Probability
- Random variables
- Binomial distribution
- Normal distribution
- Central limit theorem
- One-sample Inference, Mean and Proportion
- Estimation
- Hypothesis testing
- Use of t-distribution - independent and dependent samples

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### Teaching delivery methods:

- Lectures
- Seminars
- Exercises
- Remote learning
- Independent work
- Multimedia
- Mentoring

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### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Assignment 1	1.5
Assignment 2	1.5
Assignment 3	1.5

In class Quizz	0.5
...	
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1	30
Assignment 2	30
Assignment 3	30
In Class Quizz	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Moore and McCabe, Introduction to the Practice of Statistics, Freeman, New York, NY.
- Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Brooks/Cole, Pacific Grove, CA.
- Michael Sullivan, Statistics: Informed Decisions Using Data, Pearson, Upper Saddle River, NJ.

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### Additional reading:

- None

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

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

## General Information

Course title:	Careers in Business
Course leader:	Ana Baketa
Study programme:	IB
Course status:	Obligatory
Year:	Second
ECTS points:	0
Teaching hours (L+S+E):	15 (1+0+0)

## Course Description

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### Course objectives:

- Develop career goals and strategies for achieving these goals.
- Develop the ability to prepare resumes, cover letters, and other forms of jobs search documentation for prospective employers.
- Develop interviewing skills.
- Acquire knowledge pertaining to networking skills and be given the opportunity to implement these skills.
- Understand proper business etiquette and business attire for various situations and meetings.

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### Conditions for enrolment in the course:

None, intended for 2nd year IB students.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Identify career goals and strategies for cooperative education and career development.

**CLO2:** Develop resumes, cover letters and other forms of employment documentation.

**CLO3:** Present themselves effectively in a co-op interview.

**CLO4:** Network with different professionals using proper business etiquette.

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## Course content:

Co-op and job documentation

- Resumes
- Cover letters
- Career plan
- LinkedIn profile

Business etiquette and processes

- Job interviews
- Recruitment trends
- Networking
- Job platforms

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## Teaching delivery methods:

- Lectures
- Guest Lectures
- Exercises
- Independent work
- Peer review
- Critiques

---

## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Self-assessment tests	0.1
Create your own career goal and plan	0.15
Create resume	0.2
Write a cover letter for the real job ad	0.15
Creating or updating your LinkedIn profile	0.1

Guest Lecture Participation	0.1
Mock interview simulation	0.1
Class participation	0.1
<b>Total</b>	<b>1</b>

Teaching time is worth 0.25 ECTS points and it has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Self-assessment tests	10
Create your own career goal and plan	15
Create resume and post it in My Courses	20
Write a cover letter for the real job ad	15
Creating or updating your LinkedIn profiles	10
Guest Lecture Participation	10
Mock interview simulation	10
Class participation	10
<b>Total:</b>	<b>100</b>

---

### Required reading:

- No textbook is required.

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### Additional reading:

- Instructor will provide materials throughout the semester from a variety of sources. Texts or other media will be posted on myCourses or handed out in class. Students are required to regularly check on myCourses for updates.

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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



## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

Components of evaluation:

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

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## Required reading:

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

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## Additional reading:

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

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

Final Oral Examination	0.5
Homework	0.5

**Total** 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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



---

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

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

## General Information

Course title:	Beginning Russian I
Course leader:	Ana Peković
Study programme:	IB
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 Russian 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 Russian and Russian-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 Russian 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 Russian 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 Russian life and culture

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

Components of evaluation:

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

---

## Required reading:

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

---

## Additional reading:

- 

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

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

## General Information

Course title:	Beginning German I
Course leader:	Nikolina Božinović
Study programme:	International Business
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)

---

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:	Financial Management
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

---

### Course objectives:

This course is designed to enable students to view and value corporate strategy through the lens of corporate finance. The course delivers a deeper understanding of how firms make investment, financing and dividend decisions. Students will analyze data drawn from across the business from the viewpoint of the investors as well as companies. After completing this course, students will be provided with financial insight into the decision-making process. The course prepares students for advanced courses in the finance domain.

---

### Conditions for enrolment in the course:

- ECON-101 or ECON-201
- ACCT-110
- STAT-145 or STAT-251 or CQAS-251 or MATH-251 or MATH-252 or STAT-205 or equivalent courses.

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Analyze firm's financial environment, performance, and governance using appropriate theoretical frameworks, concepts, metrics and methods
- CLO2:** Apply concept of time value of money in wide range of calculations
- CLO3:** Evaluate financial assets (bonds and stocks), as well as the relationship between risk and return as postulated by CAPM model
- CLO4:** Assess firm's investment, financing and payout decisions

---

## Course content:

- Main types of business organizations and their relative (dis)advantages
- corporate governance issues
- The role of financial markets and institutions in modern economy, types of financial markets, asset classes
- Analysis of financial statements and financial ratios
- Time value of money - present and future value of a single cash flow, annuities, and stream of unequal cash flows; present value of perpetuities and growing perpetuities; effective interest rate; amortization plan for a bank loan
- Valuation of bonds
- Valuation of stocks
- Relationship between risk and return as postulated by CAPM
- Weighted average cost of capital (WACC)
- Evaluating investment projects using metrics such as NPV, IRR, MIRR, regular and discounted payback methods, profitability index
- Incremental cash flows in discounted cash flow analysis
- Basics of capital structure and payout policies
- Raising capital and initial public offering (IPO)

---

## Teaching delivery methods:

- Lectures
- Exercises
- Project work
- Multimedia
- Computer Laboratory

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5

Exam 3	1.5
Project 1	0.45
Project 2	0.45
Online quizzes	0.6
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	25
Exam 2	25
Exam 3	25
Project 1	7.5
Project 2	7.5
Online quizzes	10
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Brealey, Myers and Marcus: *Fundamentals of Corporate Finance*, 10th ed. (9th or 8th ed. also ok), McGraw Hill.

---

### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- Selected video materials will also be shared by the instructor.

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

## General Information

Course title:	MGMT.215 Organizational Behavior
Course leader:	Daniel Bara
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

---

### Course objectives:

- The field of organizational behavior (OB) is focused on understanding how individuals and groups in organizations behave, react, and interpret different events. It describes the role of organizations in shaping behavior, and explains how organizations really work. Because an organization's people are considered as the only source of sustainable competitive advantage, understanding how to motivate employees is critical to organizational performance.
- OB draws from variety of fields including management, anthropology, sociology, information technology, ethics, economics, and psychology. Combining different fields and providing a thorough understanding of human behavior in organizations, OB provides a foundation for effective management of people in organizations, but as well presents the cornerstone of success for individuals in organizations.

---

### Conditions for enrolment in the course:

Sophomore status

---

### Expected learning outcomes of the course:

A student will be able to:

**CL01:** Identify the field of organizational behavior and its relevance to the global workplace

**CLO2:** Examine the importance of valuing individuals' differences in a multicultural work environment

**CLO3:** Explain selected core discussion themes and research such as, but not limited to, group dynamics and social networks in the domain of organizational behavior

---

## Course content:

- Diversity and Societal Culture
- Individual Differences
- Attitudes & Values
- Social Perception, Attributions, and Perceived Fairness
- Making Decisions
- Power, Influence, and Politics
- Managing Conflict and Negotiating
- Organizational Culture and Organizational Change
- Managing your Career

---

## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Mentoring

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Class participation	1.2
Checkpoints (quizzes)	0.6
My 2 days (homeworks)	1.8
My 2 cents (project)	0.6
OB Project	1.8
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Class participation	20
Checkpoints (quizzes)	10
My 2 days (homeworks)	30
My 2 cents (project)	10
OB Project	30
<b>Total:</b>	<b>100</b>

---

## Required reading:

- Phillips, J., & Gully, S. (2014). *Organizational Behavior: Tools for Success*, 2nd edition. Mason, OH: Cengage..

---

## Additional reading:

- Cornet, M. (2018). *Goomics – Google’s corporate culture revealed through internal comics*, Vol 1.

---

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:	MGMT.215 Organizational Behavior
Course leader:	Maja Vidović
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

---

### Course objectives:

- The field of organizational behavior (OB) is focused on understanding how individuals and groups in organizations behave, react, and interpret different events. It describes the role of organizations in shaping behavior, and explains how organizations really work. Because an organization's people are considered as the only source of sustainable competitive advantage, understanding how to motivate employees is critical to organizational performance.
- OB draws from a variety of fields including management, anthropology, sociology, information technology, ethics, economics, and psychology. Combining different fields and providing a thorough understanding of human behavior in organizations, OB provides a foundation for effective management of people in organizations, but as well presents the cornerstone of success for individuals in organizations.

---

### Conditions for enrolment in the course:

Sophomore status

---

### Expected learning outcomes of the course:

A student will be able to:

**CL01:** Identify the field of organizational behavior and its relevance to the global workplace

**CLO2:** Examine the importance of valuing individuals' differences in a multicultural work environment

**CLO3:** Explain selected core discussion themes and research such as, but not limited to, group dynamics and social networks in the domain of organizational behavior

---

## Course content:

- Diversity and Societal Culture
- Individual Differences
- Attitudes & Values
- Social Perception, Attributions, and Perceived Fairness
- Making Decisions
- Power, Influence, and Politics
- Managing Conflict and Negotiating
- Organizational Culture and Organizational Change
- Managing your Career

---

## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Mentoring

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Class participation	1.20
Checkpoints (quizzes)	0.66
Exam	1.20
My 2 days (homeworks)	1.14
My 2 cents (project)	0.60
OB Cross-cultural Virtual Team Project	1.20
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Class participation	20
Checkpoints (quizzes)	12
Exam	20
My 2 days (homeworks)	18
My 2 cents (project)	10
OB Cross-cultural Virtual Team Project	20
<b>Total:</b>	<b>100</b>

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## Required reading:

- Griffin, R., Phillips, J., & Gully, S. (2020). *Organizational Behavior*. Boston, MA: Cengage.

---

## Additional reading:

- Cornet, M. (2018). *Goomics – Google’s corporate culture revealed through internal comics*, Vol 1.

---

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

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

## General Information

Course leader:	Jakob Patekar
Course title:	Writing Seminar (UWRT.150)
Study programme:	International Business
Course status:	Obligatory
Year:	First
Number of ECTS credits:	5
Teaching hours (L+S+E):	3+0+0

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Passed Critical Reading & Writing

---

### Expected learning outcomes of the course:

A student will be able to:

- LO1:** Examine a variety of intellectually challenging non-fiction texts.
- LO2:** Connect the ideas of others to one's own ideas.
- LO3:** Criticize peer work.
- LO4:** Produce and revise a research project in written and oral form.

---

### Course content:

- paper structure
- conducting research
- finding sources

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

---

## Teaching delivery modes:

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

---

## Student obligations:

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Research 101	10
Introduction	5
Working Bibliography	5
Credibility Quiz	10
Integration Quiz	10
First Draft	10
Peer Review 1	5
Second Draft	15

Peer Review 2	5
Paper Presentation	10
Final Paper	15
<b>Total:</b>	<b>100</b>

### Constructive alignment table:

	As 1	As 2	As 3	As 4	As 5	As 6	As 7	As 8	As 9	As 10	As 11	ECTS	Pts
ECTS	.75	.25	.25	.5	.25	.5	.25	.75	.25	.5	.75		
LO1	X			X								1	15
LO2					X	X		X			X	1	22
LO3							X		X			.5	20
LO4	X	X	X			X		X		X	X	2.5	53

---

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

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

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

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

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

Materials available at RIT online library The Wallace Center.

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

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



## General Information

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

## Course Description

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### Course objectives:

- Develop proficiency in analytical and rhetorical reading and writing and critical thinking
- Read and interpret a variety of non-fiction texts
- Develop academic research and literacy practices

---

### Conditions for enrolment in the course:

Critical Reading and Writing

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Criticize peer work

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

---

### Course content:

- Conducting research
- Bad science
- Paper structure

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Topic Proposal	0.25
Quick Topic Presentation	0.5
Working Bibliography	0.25
Credibility Quiz	0.5
Research Paper 500 Draft	0.5
Peer Review 1	0.25
Annotated Bibliography	0.5
Research Paper 2000 Draft	0.5
Peer Review 2	0.25
Research Paper Present.	0.5
Final Paper	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Topic Proposal	5
Quick Topic Presentation	10
Working Bibliography	5
Credibility Quiz	10
RP 500 Draft	10
Peer Review 1	5
Annotated Bibliography	10
RP 2000 Draft	10
Peer Review 2	5
RP Presentation	10
RP Final	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

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

---

### Additional reading:

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

## General Information

Course title:	Introduction to Statistics II COS-STAT-146
Course leader:	Kristijan Tabak
Study programme:	HTM, IB
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

- Apply basic definitions, concepts, rules, vocabulary, and mathematical notation statistics and probability for mathematical modeling in business and social sciences.
- Understand necessary manipulative skills required for solving problems.
- Predict probabilities of future random events.

---

### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Utilize random variables for modeling in business.
- CLO2:** Compare estimates and measure their likelihoods.
- CLO3:** Connect properties of random variables with real life problems in business.
- CLO4:** Analyze samples in terms of their underlying distributions.

---

### Course content:

- Confidence intervals and hypothesis testing
- Single-factor and two-factor ANOVA (analysis of variance)
- Two-Sample Inference for Means
- Inference for Counts

- Single proportion
- Two proportions
- Chi-square test for two-way tables
- Analysis of Variance
- One-way ANOVA
- Two-way ANOVA
- Regression Analysis
- Simple linear regression model
- Correlation
- Multiple regression model
- Time series and forecasting
- Survey design and analysis

---

## Teaching delivery methods:

- Lectures
- Seminars
- 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	1.5
Assignment 2	1.5
Assignment 3	1.5
In Class Quizz	0.5

Total

5

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1	30
Assignment 2	30
Assignment 3	30
In Class Quizz	10
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Moore and McCabe, Introduction to the Practice of Statistics, Freeman.
- Peck, Olsen and Devore, Introduction to Statistics and Data Analysis, Duxbury.
- Agresti and Franklin, Statistics, The Art and Science of Learning from Data, Pearson

---

### Additional reading:

- None

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning French I

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

---

### Required reading:

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

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### Additional reading:

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

---

### 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:	International Business
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 a range of vocabulary to communicate effectively at beginner level

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

---

## Required reading:

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

---

## Additional reading:

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

---

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

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

## General Information

Course title:	Beginning Russian II
Course leader:	Ana Peković
Study programme:	IB
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 Russian as it is spoken and written today
- Practice all four basic language skills - listening, speaking, reading, and writing
- Give opportunities for student-student interaction and self-expression in realistic situations
- Emphasize cultural aspects of contemporary life and culture in Russia and Russian-speaking countries
- Engage students in in-class dialogues and readings

---

### Conditions for enrolment in the course:

Completion of Beginning Russian 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 a range of vocabulary to communicate effectively at beginner level

**CLO4:** Contrast aspects of Russian 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
<b>Total:</b>	<b>100</b>

---

## Required reading:

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

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## Additional reading:

- 

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

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



## General Information

Course title:	Beginning Italian II
Course leader:	Ana Gudelj
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

Total

5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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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 German II
Course leader:	Nikolina Božinović
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

## Course Description

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### Course objectives:

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

---

### 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 a range of vocabulary to communicate effectively at beginner level

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

---

### Required reading:

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

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### Additional reading:

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

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

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



## General Information

Course title:	IB COOPERATIVE EDUCATION 1
Course leader:	Ana Baketa
Study programme:	IB
Course status:	Obligatory
Year:	Second
ECTS points:	12
Teaching hours (L+S+E):	Coop

## Course Description

Career-related work experience. Employment within the international business related industries is monitored by the International Business program and the Career Services Office.

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### Course objectives:

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

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### Conditions for enrolment in the course:

Minimum 55 credits obtained.

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### Expected learning outcomes of the course:

A student will be able to:

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

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## Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

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## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Mentored fieldwork	97.5
Co-op evaluation reports	2.5
<b>Total:</b>	<b>100</b>

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## Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw

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## 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:	Cross-Cultural Management INTB 300
Course leader:	Kevin Walker
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

This course explores the key implementation issues facing global businesses and those firms wishing to expand into the global arena. An emphasis is placed on issues related to the topic of culture. The course examines its impact on management, individuals, groups, and how it affects organizational performance. Leadership styles, in the cross-cultural context, will be deconstructed as will communication, decision-making, negotiation, and motivation.

- Appreciate the cross-cultural challenges and constraints associated with international management;
- Recognize the importance of cross-cultural differences and values;
- Develop a global mindset through cultural intelligence;
- Appreciate the legal and ethical dimensions associated with managing across cultures;
- Perceive the impact of culture on: communication; negotiation; decision-making; conflict resolution; motivation
- Recognize the effects that culture has on leadership, authority and power;
- Discern the impact of culture on team building, team dynamics, and the management of multicultural and virtual teams;
- Practicing entrepreneurship as a Born Global in cross-cultural environments

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### Conditions for enrolment in the course:

Prerequisite: Global Business Environment INTB 225

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## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Compare fundamental elements of national cultures using cultural frameworks (Hofstede, Trompenaars, and GLOBE)
- CLO2:** Create an in-depth country analysis from a cultural perspective
- CLO3:** Analyze the impact of national culture on selecting, training, and motivating expatriate and local / national employees
- CLO4:** Select culturally appropriate approaches to trust building, communication, ethics, negotiation, and labor-management relations in cross-cultural business
- CLO5:** Prescribe effective virtual practices in a cross-cultural environment
- CLO6:** Plan an approach to launch a start-up in multiple countries

---

## Course content:

- Cultural dimension constructs: Hofstede, Trompenaars, and GLOBE
- Trust, communication, and ethics in a cross-cultural environment
- Managing in a cross-cultural environment
- Negotiating in cross-cultural settings
- Expatriates, host-country nationals, and third country nationals as staffing options
- Human resource issues in a multi-cultural setting
- Business norms and attitudes in specific cultures
- Born Globals and entrepreneurship
- Virtual team dynamics and practices in cross-cultural environments

---

## Teaching delivery methods:

- Lectures
- Cases
- In-class work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Project 1 Written	0.75
Project 1 Presentation	0.3
Exam 1	1.5
Project 2 Written	0.75
Project 2 Presentation	0.3
Cases	0.6
Exam 2	1.8
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Project 1 Written	12.5
Project 1 Presentation	5
Exam 1	25
Project 2 Written	12.5
Project 2 Presentation	5
Cases	10
Exam 2	30
<b>Total:</b>	<b>100</b>

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## Required reading:

- Deresky, H. (2014). *International Management: Managing Across Borders & Cultures*, 8<sup>th</sup> Ed, Prentice Hall.

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## Additional reading:

- Hammerich, K. and Lewis D. R. (2013). *Fish Can't See Water: How National Culture Can Make or Break Your Corporate Strategy*, 1st Ed, Wiley.
- Lewis, R. D. (2006). *When cultures collide: leading across cultures*, 3rd Ed, Nicholas Brealey Publishing.
- Trompenaars, F. and Hampden-Turner, C. (1997). *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2nd Ed.
- Hofstede, G., Hofstede, G.J., and Minkov, M. (2009). *Cultures and Organizations: Software of the Mind*, Third Edition. New York: McGraw Hill.
- Other various articles and Internet sites will also be utilized.

---

## 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 CSR
Course leader:	Tanya Splait Brainovic
Study programme:	International Business
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- 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 organizations.
- 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

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Explain the reasons for government regulation

**CLO3:** Develop skills and frameworks to analyse ethical dilemmas.

**CLO4:** Explain 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
Quizzes	3.6
Case Study Analysis	0.6

Final Project	1.2
Presentations	0.6
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quizzes	60 (10 x 6%)
Case Study Analysis	10
Final Project	20
Presentations	10
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Stanwick, P.A. & Stanwick, S.D. (2016). Understanding Business Ethics, Third Edition, ISBN 978-1-5063-0323-9, Sage

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### Additional reading:

- Texts and video materials provided by the instructor

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

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

## General Information

Course title:	Operations Management
Course leader:	Kristina Soric
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (1.5+0+1.5)

## Course Description

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### Course objectives:

- To define operations management and its strategies
- To identify the opportunities for applications of operations management strategies to balance between efficiency and effectiveness
- To understand how to apply appropriate tools and technology while applying operations management strategies

---

### Conditions for enrolment in the course:

STAT-145 or MATH-251 or MATH-252 or equivalent course and 3rd year standing

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## Expected learning outcomes of the course:

A student will be able to:

- CLO 1:** Develop understanding of operations management, optimization, efficiency and effectiveness, and continuous improvement
- CLO 2:** Compare operations management strategies and their impacts
- CLO 3:** Measure efficiency and effectiveness of a process using appropriate key performance indicators
- CLO 4:** Analyze collected information and data about a process
- CLO 5:** Utilize mathematical and statistical methods to calculate productivity, to predict demand, to calculate optimal inventory, and to create an aggregate plan
- CLO 6:** Utilize digital technology as a support to decision making
- CLO 7:** Propose appropriate operations management strategies to increase efficiency and effectiveness of a considered process

---

## Course content:

### (1) INTRODUCTION TO OPERATIONS MANAGEMENT

- (a) Operations and Productivity
- (b) Managing Projects
- (c) Forecasting Demand

### (2) DESIGNING OPERATIONS

- (a) Product Design
- (b) Quality Management and International Standards
- (c) Process Design
- (d) Location Decisions

### (3) MANAGING OPERATIONS

- (a) Supply Chain Management
- (b) Managing Inventory
- (c) Aggregate Scheduling
- (d) Material Requirements Planning (MRP) and ERP
- (e) Scheduling for the Short-Term

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## Teaching delivery methods:

- Lectures
- Workshops
- Exercises
- Remote learning
- Independent work
- Laboratory

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam I	1.5
Exam II	1.5
Exam III	1.5
Homework I	0.3
Homework II	0.3
Homework III	0.3
Quiz 1	0.06
Quiz 2	0.06
Quiz 3	0.06
Quiz 4	0.06
Quiz 5	0.06
Quiz 6	0.06
Quiz 7	0.06
Quiz 8	0.06
Quiz 9	0.06
Quiz 10	0.06
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points %
Exam I	25
Exam II	25
Exam III	25
Homework I	5
Homework II	5
Homework III	5
Quiz 1	1
Quiz 2	1
Quiz 3	1
Quiz 4	1
Quiz 5	1
Quiz 6	1
Quiz 7	1
Quiz 8	1
Quiz 9	1
Quiz 10	1
Total	100

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### Required reading:

- Heizer, L. and Render, B. (2014). Operations Management: Sustainability and Supply Chain Management, 11th Global Edition, Pearson Education Inc.

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### Additional reading:

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

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

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

### General Information

Course title: Introduction to Psychology

Course leader: Ana Havelka Mestrovic

Study programme: International Business, NMD, WMC

Course status: Obligatory

Year: Third

ECTS points: 5

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

### Course Description

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

#### Course objectives:

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

#### Conditions for enrolment in the course:

None



## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Identify basic concepts and research findings, and give examples of psychology's integrative themes

**CLO 2:** Implement psychological principles to everyday life (exams, in-class activities, discussions)

**CLO 3:** Relate appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence

**CLO 4:** Value misconceptions or erroneous behavioral claims based on evidence from psychological science

**CLO 5:** Describe ethical principles that guide psychologists in research and therapy

**CLO 6:** Reviewing written psychological terminology and scientific writing skills

## Course content:

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

## Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

## Student obligations:

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

## Monitoring student work:

### Activity ECTS

Exam 1

Exam 2 1.5

Exam 3 1.5

Research report 2.0

Group presentation 0.5

### Total 6

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

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

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

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

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

## Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

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

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

## General Information

Course title:	Intermediate Spanish I
Course leader:	Barbara Perić
Study programme:	International Business
Course status:	Obligatory
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

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce texts in written form about a range of topics
- CLO2:** Argue one's point in class discussions
- CLO3:** Support different cultural aspects with appropriate vocabulary
- CLO4:** Design and deliver 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 Presentation	0.4
Homework	0.4

Total 4

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

---

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

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

## General Information

Course title:	Intermediate Italian I
Course leader:	Ana Gudelj
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I and Beginning Italian II

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### Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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



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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Intermediate Russian I
Course leader:	Ana Peković
Study programme:	IB
Course status:	Not obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Russian I and Beginning Russian II

---

### Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

## General Information

Course title:	Intermediate German I
Course leader:	Nikolina Božinović
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	4
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

Completion of Beginning German I and Beginning German II

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

**CLO4:** Design and deliver 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 Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Intermediate French I
Course leader:	Tea Kovačević
Study programme:	IB
Course status:	Not obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning French I and Beginning French II

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Produce texts in written form about a range of topics
- CLO2:** Argue one's point in class discussions
- CLO3:** Support different cultural aspects with appropriate vocabulary
- CLO4:** Design and deliver 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 Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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:	INTB.315 Exporting and Global Sourcing
Course leader:	Peter Schmidt
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Identify, access and apply information relevant to international trade and financing
- Identify and manage international trade and financing intermediaries
- Identify and manage compliance and documentation
- Identify and manage international trade and financing risk

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### Conditions for enrolment in the course:

INTB.225 Global Business Environment

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Understand the significance of international trade in the broader context of economics and the implications of the spectrum from free trade to protectionism for int'l trade
- CLO2:** Choose among common parameters of int'l trade (e.g. logistics, payment, insurance, incoterms) to reduce cost and mitigate specific forms of risk inherent in importing and exporting
- CLO3:** Select suitable channels of importing and exporting for various business environments
- CLO4:** Relate the structures behind systems of trade tariffs and sales or value-added taxation to common situations in importing and exporting
- CLO5:** Argue for ethical behavior in international trade situations

---

## Course content:

- Introduction to international trade
- Advantages and disadvantages of protectionism vs free trade
- Measuring international trade
- Labor and international trade
- Currencies, exchange rates
- Export strategies, plans, information
- Distribution channels
- Incoterms
- Export pricing
- Risk and insurance in international trade
- Payment methods in international trade
- Documentation in international trade
- Customs in the EU and in third country trade
- Value added tax in international trade

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## Teaching delivery methods:

- Lectures
- Project
- Case studies

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Mid-term 1	1.2
Mid-term 2	1.2
Homework assignments	1.2
Project	0.6
Participation	0.6
Final exam	1.2
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Mid-term 1	20
Mid-term 2	20
Homework assignments	20
Project	10
Participation	10
Final exam	20
Total:	100

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### Required reading:

- Belay Seyoum, B. (2021). *Export-Import theory, practices, and procedures* (4th ed.). Routledge. <https://doi.org/10.4324/9781003020509>
- Barry, D. (Ed.) (2015). *A basic guide to exporting* (11th ed.). US Dep't of Commerce. [https://legacy.trade.gov/guide\\_to\\_exporting.pdf](https://legacy.trade.gov/guide_to_exporting.pdf)

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### Additional reading:

- Grath, A. (2014). *The handbook of international trade and finance* (3rd ed.). Kogan Page.
- Additional handouts and readings pertaining to current cases and events in international trade will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies
- Selected video materials will also be shared by the instructor

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

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

## General Information

Course title:	Communication
Course leader:	Jagoda Poropat Darrer
Study programme:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To develop and enhance informative and persuasive public speaking skills in a variety of communication contexts.
- To develop and enhance individual and group decision-making, problem-solving, leadership, conflict management skills through persuasion and negotiation with a special focus on the employment process.
- To develop and enhance writing skills, citation and references, and email construction.
- To develop and enhance skills associated with various writing and presentation software (i.e. PowerPoint and MS Word).
- To develop and enhance sensitivity to nonverbal communication and intercultural communication and listening.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will:

- CL01:** Develop and enhance sensitivity to nonverbal communication, cross- and inter-cultural communication and listening. Students will develop and enhance informative and persuasive skills in professional contexts.
- CL02:** Develop and enhance professional writing skills including writing memos, email messages, reports, abstracts, agendas, minutes of meetings, and executive overviews.

Students will develop and enhance skills associated with various writing and presentation software (e.g. PowerPoint, MS Word).

**CLO3:** Students will develop and enhance employment communication in order to get maximum advantage on the job market.

---

## Course content:

- A. Communication process, improving listening skills, enhancing nonverbal communication skills, how culture affects communication, multi-generational workforce, small group problem-solving, decision-making, leadership and conflict management.
- B. Writing on the job.
  - a. Routine correspondence (e-mails, memos, letters)
  - b. Outlines and reports (informal and formal)
  - c. Developing an agenda, minutes of meeting
  - d. Creating effective Power Point slides and other visual aids
- C. Writing improvement exercises.
  - a. Audience-centered, effective, concise writing
  - b. Choosing communication channels
  - c. Adapting to task and audience: audience benefits, “you” view, tone, positive, courteous language, inclusive language, Plain English, familiar words
  - d. Active/passive voice, sentence structure and variety, punctuation, possession, capitalization, positive expression, number expression, confusing words, parts of speech; document revision and proofreading.
- D. Oral presentations-individual:
  - a. Impromptu speaking opportunities throughout the course
  - b. Presentation about self
  - c. Elevator speech
- E. Business presentations
  - a. Informative/persuasive presentation (3-6 minutes)
  - b. Using visual aids or no aids
- F. Workplace etiquette
  - a. Professional image, introductions, networking, workplace manners, working in cubicles, business meetings, business dining, business gifts, dealing with angry customers
  - b. Telephone manners, netiquette, text etiquette



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## Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Project work
- Multimedia
- Mentoring
- Peer review
- Discussions

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Quizzes	4.2
Written assignments	0.6
Final report	1.2
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quizzes 14 x 5	70
Written assignments 5 x 2	10
Final report	20
<b>Total:</b>	<b>100</b>

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## Required reading:

- Guffey, M. E. (2018). Essentials of Business Communication, 11th edition Thomson-Southwestern.

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## Additional reading:

- To be provided by the instructor.

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

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

## General Information

Course title:	GLOBAL MARKETING
Course leader:	Nikola Draskovic
Study programme:	INTERNATIONAL BUSINESS
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To enable students to assess international markets
- To train students to develop and design market entry strategies and the global marketing program
- To develop students' understanding of cross-cultural organisation and control of marketing and sales

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### Conditions for enrolment in the course:

MKTG-230 Principles of Marketing

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain the company's decision on whether to internationalize.
- CLO2:** Assess which international markets to enter and which international markets to ignore.
- CLO3:** Compose an appropriate market entry strategy for selected international markets.
- CLO4:** Design the global marketing program.
- CLO5:** Organize implementation and coordination of a global marketing program.

---

### Course content:

- Global marketing in the firm

- Initiation of internationalization
- Internationalization theories
- Development of the firm's international competitiveness
- Global marketing research
- The political and economic environment
- The sociocultural environment
- The international market selection process
- Some approaches to the choice of entry mode
- Export modes
- Intermediate modes
- Hierarchical modes
- International sourcing decisions and the role of the subsupplier
- Product decisions
- Pricing decisions and terms of doing business
- Distribution decisions
- Communication decisions (promotion strategies)
- Cross-cultural sales negotiations
- Organization and control of the global marketing program

---

## Teaching delivery methods:

- Lectures
- In-class discussions
- Business cases
- In-class exercises
- Project work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5

Exam 2	1.5
Exam 3	1.5
Quiz 1	0.18
Quiz 2	0.18
Quiz 3	0.18
Group project	0.96
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	25
Exam 2	25
Exam 3	25
Quiz 1	3
Quiz 2	3
Quiz 3	3
Group project	16
<b>Total:</b>	<b>100</b>

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### Required reading:

- Hollensen, S. (2019) Global Marketing, 8th ed. Harlow, Pearson Education Limited.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.
- Selected video materials will also be shared by the instructor.

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

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

## General information

Course title:	American Literature
Course leader:	Evelina MIščin
Study programme:	International Business
Course status:	Elective
Year:	First - Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Communicate field-specific information in written and oral form using a standard English variety.
  - Apply principles of academic integrity.
  - Critically evaluate text and other media in a specific field.
  - Communicate effectively in a variety of professional contexts, both in written and oral forms.
  - Assess peer work to provide relevant and thorough feedback.
- 

### Conditions for enrolment in the course:

None.

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### Course objectives

- Differentiate among literary terms
- Analyse the meaning of a poem by using a critical perspective
- Compose a crime story applying the principles of the genre
- Create a presentation to elaborate their opinion of a story

- Produce a literary review

---

## • Expected learning outcomes of the course:

- A student will be able to:

**LO1:** Debate about a variety of literary texts: poems, short stories and plays.

**LO2:** Give examples of various figures of speech used in literary texts.

**LO3:** Produce coherent literary analyses, creative essays, presentations of literary texts.

**LO4:** Contrast literary texts coming from different literary periods.

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## Course content

- Differentiating various literary terms
- Analysing the poems
- Crime stories – recognising the structure
- Presenting a story
- Producing a literary review

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Literary terms quiz	1



Writing a crime story	1.5
Analysing poems	1
Presenting a story	1
Literary review	1.5
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Literary terms quiz	10
Writing a crime story	20
Analysing poems	20
Presenting a story	20
Literary review	30
<b>Total:</b>	<b>100</b>

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## Required reading

Materials on MyCourses

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## Additional reading:

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

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

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

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create formal and informal texts in written form to communicate effectively in formal and informal settings
- CLO2:** Criticize different cultural aspects by formulating a standpoint on various topic
- CLO3:** Design and deliver 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 Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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### 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:	International Business
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

---

## Course content:

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

## Teaching delivery methods:

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

## Student obligations:

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

## Monitoring student work:

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

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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

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



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

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

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## Additional reading:

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

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

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

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

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

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Design and deliver 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 Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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:	IB
Course status:	Not obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Create formal and informal texts in written form to communicate effectively in formal and informal settings
- CLO2:** Criticize different cultural aspects by formulating a standpoint on various topic
- CLO3:** Design and deliver 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 Presentation	0.4
Homework	0.4
<b>Total</b>	<b>4</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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



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

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

## General Information

Course title:	Intermediate Russian II
Course leader:	Ana Peković
Study programme:	IB
Course status:	Not obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Provide students with adequate tools to further increase their ability to function better in Russian language and understand better all aspects of Russian 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 Russian life and culture.

---

### Conditions for enrolment in the course:

Completion of Beginning Russian I, Beginning Russian II and Intermediate Russian 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 and deliver 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 Russian 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 Russian using a variety of tenses and complex grammatical structures
- gaining a more profound understanding of Russian culture and differences between various cultures
- delivering a presentation in Russian language

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

## General Information

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

## Course Description

Positive Psychology is the scientific study of the individual characteristics and environmental conditions that allow human beings to flourish. This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives. Topics covered may include happiness and well-being, positive emotions and thinking, character strengths and virtues, motivation and self-control, resilience and post-traumatic growth, and healthy relationships and institutions.

---

### Course objectives:

- Obtain new knowledge about Positive Psychology as the discipline of thriving and flourishing.
- Understand the concept of progressive, life-long realisation of potential as human beings who can “stretch” and grow.
- Examine the three main questions: (1) “what does it mean to live a pleasant life”? (2) “what does it mean to live an engaged (full) life”?, and (3) “what does it mean to live a meaningful life”.
- Develop a zest for living a virtuous, satisfying, and meaningful life!
- To have better understanding about positive psychology and implementation in everyday life

---

### Conditions for enrolment in the course:

Prerequisite: Psyc 101

## Expected learning outcomes of the course:

A student will be able to:

**CLO 1:** Identify the basic premises of Positive Psychology and different ways to measure happiness and well being

**CLO 2:** Analyse the history of Positive Psychology and its relationship to traditional psychology

**CLO 3:** Interpret current theories in Positive Psychology (values, character strengths, flow, mindfulness)

**CLO 4:** Employ Positive Psychology interventions to increase personal well-being.

---

## Course content:

- Introduction to positive psychology: history, key concepts, measurement and well-being
- Cognitive and emotional processes in positive psychology: positive illusions, explanatory style, positive emotions and self-esteem
- Attentional processes in positive psychology: flow and mindfulness and their applications
- Interpersonal aspects of positive psychology include themes on positive relations, forgiveness, transforming conflicts and positive communication.
- Applying positive psychology: interventions and the use of character strengths. Students will have a group project on designing a positive psychology intervention.
- Coping in positive psychology focuses on resilience, post-traumatic growth, meaning and gratitude
- Achievements and accomplishments: self-concordance and goal-setting, grit, self-regulation
- The role of flexibility and complexity in intra- and interpersonal well-being

---

## Teaching delivery methods:

- Lectures
- Remote learning
- Project work
- Individual work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam 1	0.5
Exam 2	1
Exam 3	1
Personal Exercise	1.5
Group presentation	1
<b>Total</b>	<b>6</b>

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

Assessment and evaluation of student work

## Components of evaluation:

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

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## Description of assignments

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

**Personal Exercise** promote students' practical involvement within the Positive Psychology Sciences. Students need to cover every week one topic from classes and implement it in everyday life. The exercise has different tasks, depending on the topic, such as. Having a diary, thinking about your past experience and write a reflection, practising mindfulness and writing an short

essay about that experience, enters into the flow and explain in short essay how was the feeling of flow...As this course is mainly oriented to practice in the field of positive psychology, this type of portfolio brings the most points.

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## Required reading:

1. Frankl, Victor E. (2006). *Man's Search for Meaning*. Boston: Beacon Press
2. Lyubomirsky, S (2011). *The How of Happiness. A Practical Guide to Getting the Life You Want*. New York: The Penguin Press
3. Sheldon, M.K. Et al. (Eds.) (2011). *Designing Positive Psychology. Taking Stock and Moving Forward*. New York: Oxford University Press
4. Seligman, M. & Peterson, C. (2004) Character strengths and virtues: A handbook and classification. Pearson Inc. (e-book available through Wallace Library)

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## Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)
- Peterson, C. (2006) A Primer in Positive Psychology - selected readings. Pearson Inc.
- C.R. Snyder & S. Lopez (2009). The Oxford Handbook of Positive Psychology, Oxford: Oxford University 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:	IB COOPERATIVE EDUCATION 2
Course leader:	Ana Baketa
Study programme:	IB
Course status:	Obligatory
Year:	Third
ECTS points:	12
Teaching hours (L+S+E):	Coop

## Course Description

Career-related work experience. Employment within the international business related industries is monitored by the International Business Program and the Career Services Office.

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### Course objectives:

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

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### Conditions for enrolment in the course:

Completed IB 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.

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## Course content:

Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

Field work

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## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Mentored fieldwork	97.5
Co-op evaluation reports	2.5
<b>Total:</b>	<b>100</b>

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## Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw

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## Additional reading:

- ...

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## 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:	Strategic Management
Course leader:	Milivoj Marković
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Develop an understanding of strategy and strategic management in order to achieve favourable outcomes as you compete in the world of business.
- Develop proficiency in using frameworks (tools) for analysing, understanding, and successfully managing any enterprise.
- Make strategic decisions on sound information and data analysis complemented with skills and business judgement that managers must use to maximize long-term profits in the face of uncertainty and competition.
- When making decisions, draw and build on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics.

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### Conditions for enrolment in the course:

- DECS.310 - Operations Management
- FINC.220 - Financial Management
- MGMT.215 - Organizational Behavior
- MKTG.230 - Principles of Marketing

---

### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Apply core frameworks and demonstrate strategic skills when making a business and corporate strategic decision.

**CLO2:** Elaborate on the role of innovation in successful strategy.

**CLO3:** Evaluate business and corporate strategic decisions.

---

## Course content:

The course is designed to cover the following topics:

- Overview of strategic management.
- External environmental analysis.
- Internal environmental analysis including resources and capabilities.
- Business level decision-making.
- Corporate level decision-making.
- Impact of innovation on strategic decision-making.
- Strategic implementation and control.
- Simulation practice of analysis, strategic decision-making, implementation, assessment and control.

---

## Teaching delivery methods:

- Lectures
- Simulation
- Case studies
- Project work
- Mentoring
- Peer review
- Critiques

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Simulation Analysis – Decisions	1.5
Simulation analysis – Debriefs	1.5

Quizzes 1-3	1.5
COMP-XM	1.5
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Capstone: Introductory Lesson	3
Capstone Practice Rounds Debrief Reports 1-3	12 (4*3)
Capstone Competition Rounds Debrief Reports 1-7	21 (3*7)
Capstone Competition Rounds Debrief Report 8 and Final Presentation to Shareholders	4
Quizzes 1-3	45 (15*3)
COMP-XM	15
<b>Total:</b>	<b>100</b>

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### Required reading:

- Grant, R. M. (2016). Contemporary Strategy Analysis – Text and Cases, 9th Edition, John Wiley & Sons Ltd., or
- Rothaermel, F. (2020). Strategic Management, McGraw Hill, 5th Edition.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from scholarly and business journals.
- Selected video materials will also be shared by the instructor.

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

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

### General Information

Course title: Personality

Course leader: Ana Havelka Mestrovic

Study programme: International Business, WMC, NMD

Course status: Elective

Year: Third

ECTS points: 5

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

### Course Description

This course is intended for students who are interested in learning the history and current status of personality theories. This course examines historical and current psychological theories of personality representing a broad range of perspectives, including psychoanalytic, neopsychoanalytic, humanistic, behavioral, cognitive, and trait theories. The course will also explore biological aspects of personality as well as influences of gender and cultural on individual differences. Students will learn the strengths and weaknesses of the major personality theories, as well as how to assess, research and apply these theories. As much as possible, application to real life situations will be discussed.

#### Course objectives:

- Develop an understanding of the major theories of personality, their strengths and weaknesses, and the relationships between them.
- Understand the methods involved in personality psychology research.
- Examine the ways in which humans differ with regards to personality.
- Learn about what variables influence personality and how personality might influence behavior.
- Apply theories as tools for describing and explaining personality functions in individual cases.
- Reflect on your own personality and what shaped your personality.

#### Conditions for enrolment in the course:

Prerequisite: Psyc 101



## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Compare and contrast the major theoretical models of personality development and personality disorders, including relevant research findings.

**CLO2:** Critically evaluate important issues in the area of personality psychology developmental stages

**CLO 3:** Explain biological, familial, and social influences on individual differences.

**CLO 4:** Recognize and appreciate diversity among people from different genders, races, ethnic, and cultural backgrounds.

## Course content:

- Personality defined and described.
- Assessment of personality including ethical considerations and the scientific method.
- Psychodynamic approaches to personality.
- Ego psychology and its contributions to personality theory.
- Biological approaches to personality.
- Behavioral/Learning approaches to personality.
- Dispositional/Trait approaches to personality.
- Cognitive/Social Learning approaches to personality.
- Humanistic/Existential approaches to personality.
- Cultural/social/anthropological views of personality including non-Western views of personality.
- Psychopathology adjustment problems caused by certain personality styles.
- Applications to individual differences.

## Teaching delivery methods:

- Lectures
- Remote learning
- Independent work
- Project work

## Student obligations:

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

## Monitoring student work:

### Activity ECTS

Exam 1 1.5

Exam 2 1.5

Exam 3 1.5

Personality project 1.5

**Total 6**

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

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

<b>Component</b>	<b>Points/%</b>
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
<b>Personality Project</b>	<b>40/40</b>
<b>Total:</b>	<b>100</b>

## Required reading:

- Friedman & Schustack (2010). Personality: Classic Theories and Modern Research, 5th Ed.
- Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.

## Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)
- Olson & Hergenhahn (2011). An Introduction to Theories of Personality, 8th Ed.

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

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

## General Information

Course title:	COS-ENVS-151- Scientific Inquiries in Environmental Science
Course leader:	Staša Puškarić
Study programme:	IB, IHSM, WM, NMD
Course status:	Obligatory/Elective
Year:	Third, Fourth
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

---

### 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

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### Expected learning outcomes of the course:

A student will be able to:

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

**LO3:** Solve complex problems using scientific methods

**LO4:** Compose a scientific manuscript

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

---

## Course content:

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

---

## 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	1.5
Assignment 2	2
Participation	1.5
Total	5

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1	25
Assignment 2	25
Attendance	25
Participation	25
<b>Total:</b>	<b>100</b>

---

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

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

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

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

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

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

Materials available at RIT online library The Wallace Center.

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

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

## General Information

Course title:	Consumer Behavior
Course leader:	Melika Husić-Mehmedović
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

A study of the determinants of buying behaviors. Emphasis is on identifying target markets and customer needs, internal and external influences on lifestyle and understanding the buying decision process.

---

### Course objectives:

- Understanding of the psychological (individual or internal) and sociological (group or external) consumers' characteristics
- To be able to analyse consumer purchase behaviour
- To be able to understand the factors that influence the buying decision making process
- To be able to apply knowledge about consumer behaviour in marketing and management decisions

---

### Conditions for enrolment in the course:

- MKTG230 - Principles of Marketing

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** learn the individual (motivation, perception, personality, learning, attitudes) and group (family, social class, culture, subculture) characteristics of the consumer
- CLO2:** understand the complexity and importance of the constant consumer analysis
- CLO3:** understand consumer needs and the way to fulfil them
- CLO4:** analyse what influences purchase decision, how it is formed, changed, and expressed

**CLO5:** evaluate the complexity of consumer behaviour and the importance of own change in accordance with the consumer

---

## Course content:

The course is organized in four main parts:

- a) Understanding consumer behavior and its role in marketing decision making, researching, and learning more about consumers, while specific topics are:
  - a. Consumer behavior and marketing
  - b. Consumer behavior research
  - c. Purchase decision-making process
- b) Consumer as an individual, understanding the consumer through the following topics:
  - a. Motives and motivation
  - b. Perception
  - c. Personality
  - d. Learning
  - e. Attitudes
- c) Consumer as a member of diverse groups along with group characteristics, and the topics are:
  - a. Family
  - b. Social classes
  - c. Culture
  - d. Subcultures
- d) Current topics in Consumer behaviour, including:
  - a. Social media influence
  - b. Senses marketing
  - c. Neuromarketing

---

## Teaching delivery methods:

- Lectures
- Case studies
- Workshops
- Field work
- Project work
- Peer review



---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Tests	2
Essay	0.75
Profile your friend	0.5
Project	2
Presentation	0.75
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Test 1	20
Test 2	20
Essay	10
Profile your friend	10
Group Project	30
Final presentation	10
<b>Total:</b>	<b>100</b>

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## Required reading:

- Husić-Mehmedović, M., Kukić, S., & Čičić, M. (2012). Consumer behaviour. *School of Economics and Business University of Sarajevo, Sarajevo.*

---

## Additional reading:

- Solomon, M. (2015) Consumer Behavior, Buying, Having and Being, 11th Global edition, Pearson

---

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

- Student survey
- Assessment of the achievement of learning outcomes

## General Information

Course title:	Advertising and Promotion Management
Course leader:	Nikola Drašković
Study programme:	International Business
Course status:	Obligatory
Year:	Forth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To introduce students to the tools and concepts integrated marketing communications
- To understand and critically assess the relevant and contemporary theories and pragmatic concepts within the context of promotion and advertising management
- To simulate work in an advertising agency with the development, planning, production, execution, and control of a marketing communication campaign for an actual client.

---

### Conditions for enrolment in the course:

- MKTG.230 – Principles of Marketing
- Senior status

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Evaluate the concept of integrated marketing communication (IMC) and its importance within the marketing process.
- CLO2:** Summarize market and consumer data in the context of IMC.
- CLO3:** Assess the communication process and variables in the communication system.
- CLO4:** Recommend communication and creative goals and strategies based on the situation analysis data and client brief.

**CLO5:** Formulate communication and media tactics through the utilization of appropriate traditional and digital communication channels.

**CLO6:** Evaluate the supportive role and effectiveness of direct marketing, sales promotions and PR within the IMC context.

**CLO7:** Determine effectiveness of an IMC program and social and ethical aspects of advertising and promotion.

---

## Course content:

- An introduction to integrated marketing communications
- The role of IMC in the marketing process
- Organizing for advertising and promotion
- Perspectives on Consumer Behavior
- The communication process
- Source, message, and channel factors
- Establishing objectives and budgeting the IMC program
- Creative strategy: planning and development
- Creative strategy: implementation and evaluation
- Media planning and strategy
- Evaluation of media: TV and radio
- Evaluation of media: magazines and newspapers
- Support media
- Direct marketing
- The internet
- Sales promotion
- PR, publicity and corporate advertising
- Measuring the effectiveness of the promotional program
- Regulation of advertising and promotion
- Evaluating the social, ethical, and economic aspects of advertising and promotion

---

## Teaching delivery methods:

- Lectures
- Business cases
- Project work
- In-class work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
In-class assignment 1	0.18
Group project 1	0.12
Group project 2	0.30
Group project 3	0.12
Individual homework	0.24
Exam 1	1.20
In-class assignment 2	0.36
In-class assignment 3	0.18
Group project 4	0.18
Group project 5	0.18
Exam 2	1.20
In-class assignment 4	0.18
Group project 6	0.48
Exam 3	1.08
<b>Total</b>	<b>6</b>

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
In-class assignment 1	3
Group project 1	2
Group project 2	5
Group project 3	2
Individual homework	4
Exam 1	20
In-class assignment 2	6
In-class assignment 3	3

Group project 4	3
Group project 5	3
Exam 2	20
In-class assignment 4	3
Group project 6	8
Exam 3	18
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Belch, G.E. & Belch, M.A. (2021). Advertising and Promotion: An Integrated Marketing Communications Perspective, 12<sup>th</sup> ed., McGraw-Hill.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business and scientific journals and case studies.
- Selected video materials will also be shared 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:	Financial Management II
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Introduce students to the advanced theory and practice of the financial management
- Enable students to perform capital budgeting analysis
- Foster a deeper understanding of optimal capital structure and how firms make payout decisions
- Introduce students to various types of financing including hybrid financing
- Introduce students to issues related to mergers and acquisitions.

---

### Conditions for enrolment in the course:

FINC.220 Financial management

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Evaluate investment projects using traditional capital budgeting analysis and real options technique
- CLO2:** Propose optimal capital structure for a firm
- CLO3:** Assess various methods of distributions to shareholders
- CLO4:** Assess different methods of raising external capital (equity, debt, lease financing, project financing)

**CLO5:** Evaluate various aspects regarding corporate mergers and divestitures

---

## Course content:

- Weighted average cost of capital (WACC)
- Capital budgeting analysis: relevant cash flow, decision rules in capital budgeting (NPV, IRR, MIRR, regular and discounted payback period, EAA, Profitability Index)
- Sensitivity, scenario and break-even analysis
- Real options in capital budgeting process
- Optimal capital structure (MM theory, the trade-off between costs and benefits issuing debt)
- Payout policy (dividend theories, residual dividend model, dividends versus share repurchases, stock splits and stock dividends)
- Raising external equity capital and going public (firm commitment IPO, Dutch auction, direct listing)
- Raising debt (private versus public debt, debt prospectus, unsecured and secured corporate debt, ranking debt, mezzanine financing, bond covenants, repayment provisions (call provision, sinking funds, convertible provision))
- Hybrid financing (lease financing, project financing)
- Mergers and acquisitions; divestitures

---

## Teaching delivery methods:

- Lectures
- Exercises
- Case analysis
- Computer Laboratory

---

## Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5



Exam 3	1.5
Homeworks	1.5
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	25
Exam 2	25
Exam 3	25
Homeworks	25
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Brigham, E. F., Houston, J. F. (2022). *Fundamentals of Financial Management*, 16th ed., South-Western Cengage Learning. (selected chapters)

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- Selected video materials will also be shared by the instructor.

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

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

## General Information

Course title:	Intermediate Investments
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Enable students to gain a robust familiarity with approaches that can be used in the analysis of broad classes of financial assets and markets
- Introduce students to the modern theory of portfolio management and its applications
- Introduce students to security valuation and investment strategies.

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### Conditions for enrolment in the course:

Financial management (FINC220)

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Apply comprehensive body of knowledge related to investment environment, portfolio construction, portfolio management and asset pricing models
- CLO2:** Create and manage investment portfolio and test its ability to achieve investment objectives
- CLO3:** Evaluate bonds and stocks using various valuation techniques and performance measures
- CLO4:** Recommend a strategy to manage investment risks or exploit the market mispricing using derivative securities

---

## Course content:

- Securities markets; Stock indexes; Buying on margin and short-selling
- Mutual funds
- Risk and risk aversion
- Efficient diversification
- CAPM and index models
- Efficient Market Hypothesis (and Behavioral finance)
- Bond prices and yields
- Term structure of interest rates
- Managing bond portfolios
- Equity valuation
- Options markets
- Valuation of options
- Futures

---

## Teaching delivery methods:

- Lectures
- Exercises
- Computer Laboratory

---

## Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.32
Exam 2	1.32
Exam 3	1.32
Homeworks	1.32
Project	0.6
Market conditions report	0.12

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/%
Exam 1	22
Exam 2	22
Exam 3	22
Homeworks	22
Project	10
Market conditions report	2
<b>Total:</b>	<b>100</b>

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### Required reading:

- Bodie, Z., Kane, A., Marcus, A. (2022): **Essentials of Investments**, McGraw Hill, 12<sup>th</sup> ed.

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.
- Selected video materials will also be shared by the instructor.

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

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

## General Information

Course title:	HRDE.380 Human Resource Management
Course leader:	Maja Vidović
Study programme:	International Business
Course status:	Obligatory
Year:	Four
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Introduce students to the basic concepts in human resource management (HRM), with an emphasis on developing HRM skills that are important to any manager - not only to those who plan to work in the HRM functional area. The course will provide students with an overview of human resource management policies and practices, and the context in which they operate.
- The course aims to emphasize experiential learning and interactive discussions, in order to provide a level of learning and understanding beyond simple content knowledge in the HRM field.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Appraise the importance of Human Resource functions in global organizations
- CLO2:** Propose Human Resource policies and practices suitable for an observed context
- CLO3:** Relate current HR topics in functions such as training and development, compensation and benefits programs, payroll, performance management and health, and safety at work in global organizations

## Course content:

- Strategic Human Resource Management
- HR Planning
- Sourcing and Recruiting
- Selection and Hiring
- Training and Development
- Performance Management
- Base Compensation
- Compensation: Incentives & Benefits
- Career Management
- Healthy Work Environment
- Employee Engagement
- Trade unions
- Work-life balance

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Class participation	0.6
Readings notes	1.8
Exam	1.8
HRM Project	1.2
Peer Review of HRM Projects	0.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Class participation	10
Readings notes	30
Exam	30
HRM Project	20
Peer Review of HRM Projects	10
<b>Total:</b>	<b>100</b>

---

## Required reading:

- Phillips, J., & Gully, S. (2014, 2019). *Human Resource Management*. Mason, OH: 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:	MGMT.320 Organizational Effectiveness Skills
Course leader:	Maja Vidović
Study programme:	International Business
Course status:	Obligatory
Year:	Four
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Understand, recognize best practices, and improve personal behavioral skills effective managers need to have, such as: verbal and written communication, managing time and stress, rational and creative decision making, recognizing problems, motivating and influencing others, engaging others, and similar.

---

### Conditions for enrolment in the course:

MGMT215 - Organizational Behavior

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Outline key managerial skills and their contribution to individual and organizational effectiveness
- CLO2:** Recommend the optimal solution to disruptions within the organization in a global context
- CLO3:** Assess the adequateness of the leadership style and approach of an observed leader
- CLO4:** Organize a business meeting with the aim of managing a project from conception to completion



---

## Course content:

- Manager's strengths and weaknesses
- Developing self-awareness for managerial skills
- Managing teams
- Coaching
- Managing your boss
- Networking and relationship management
- Managing stress and well-being
- Staying organized through Time management, Content management and Physical space management
- Project management through Meetings Management
- Leading positive change

---

## Teaching delivery methods:

- Lectures
- In-class workshops
- Exercises
- Field work
- Independent work
- Project work
- Mentoring

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Class participation	0.6
Book Report Presentation	1.2
Case Study Analysis	1.2
Follow the Leader Report	1.2
Be the Change You Want to See	1.2
Exam	0.6
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Class participation	10
Book Report Presentation	20
Case Study Analysis	20
Follow the Leader Report	20
Be the Change You Want to See	20
Exam	10
<b>Total:</b>	<b>100</b>

---

## Required reading:

- The course does not rely on a compulsory textbook, but rather a combination of lectures and extra reading materials.

---

## 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:	Cost Accounting
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Intermediate-level coverage of operational budgeting and performance evaluation. Development and use of cost data for external reporting and internal planning and control. Topics include operational budgeting, performance evaluation, job costing, process costing, joint product, and by-product costing, service department cost allocation, standard costing, activity-based costing, back-flush costing, and transfer pricing. Development of relevant cost information for special purposes is also considered.

---

### Course objectives:

- Comprehend the typical framework and constituent role(s) of organisational cost accounting functions.
- Demonstrate a reasoned awareness of how key cost accounting information is obtained, presented and utilized;
- Select and implement a range of accounting/finance tools [such as performance ratios, costing systems, budgeting, project appraisal and working capital management appropriate to different situations and contexts;
- Present accounting/finance information and related analytical interpretation and discussion in an effective manner;
- Recognize factors associated with the appropriate sourcing of both short and long-term cost structure;
- Appreciate notable behavioural, ethical, and social factors associated with the provision of accounting/finance information; and
- Critically evaluate the effectiveness of 'traditional' cost accounting/finance approaches

---

## Conditions for enrolment in the course:

ACCT.210 – Management Accounting

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## Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Explain the role of cost accounting in the global business environment

**CLO2:** Differentiate the costs according to their impact on business entity in global environment

**CLO3:** Combine cost accounting methods to calculate schedule costs per unit of production and stock consumption

**CLO4:** Interpret the impact of the selected costs method

**CLO5:** Compare the results achieved by usage of different costing methods

---

## Course content:

- Cost Terms and Purposes
- Costing/marginal costing and CVP analysis
- Activity based costing
- Job Costing
- Budgets and budgetary control
- Lean manufacturing
- Pricing and cost management
- Strategy, Balanced Scorecard, and Strategic Profitability Analysis
- Cost Allocation, Customer-Profitability Analysis, and Sales- Variance Analysis
- Capital budgeting and Cost Analysis
- Inventory Management, Just-in-Time, and Simplified Costing Methods
- Management Control Systems
- Performance Measurement

---

## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Classwork (6)	1.44
Case study	0.96
Exam 1	1.2
Exam 2	1.2
Final Exam	1.2
...	
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Classwork (6x4)	24
Case Study	16
Exam 1	20
Exam 2	20
Final Exam	20
<b>Total:</b>	<b>100</b>

---

## Required reading:

- Datar, S., M., Rajan, M., V., (2021), Horngren's Cost Accounting – Managerial Edition, 17th (Global) Edition, Pearson Education Limited.

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Additional reading:

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

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

## General Information

Course title:	Competing Globally
Course leader:	Milivoj Marković
Study programme:	International Business
Course status:	Obligatory
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

---

### Course objectives:

- To identify, distinguish, classify, and evaluate the unique characteristics, opportunities, challenges, institutions, and approaches that firms encounter when competing globally.
- To understand and formulate tactics and strategies of companies in global and regional environments.
- To analyse and understand how firms compete successfully to create and capture value in global and regional markets.

---

### Conditions for enrolment in the course:

- INTB.225 - Global Business Environment
- Senior status

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Construct a matrix of strengths, weaknesses, opportunities and threats (SWOT) of a company that competes globally.
- CLO2:** Appraise the opportunities and challenges of international expansion.
- CLO3:** Evaluate foreign market entry decisions of a global company.
- CLO4:** Recommend the optimal mode of entry into foreign markets for a company.



**CL05:** Propose optimal organizational structure for implementing a particular multinational strategy.

**CL06:** Compare major corporate governance system across the globe.

**CL07:** Appraise CSR strategy of a global company.

---

## Course content:

This course is organized into two main parts within which the following topics will be covered:

- A. Business Strategy
  - a. Industry analysis
  - b. Company analysis
  - c. Analysis of Institutions
- B. Corporate Strategy
  - a. Foreign market entries
  - b. Alliances and networks
  - c. Diversification and restructuring
  - d. Structure and strategy
  - e. Corporate governance.
  - f. Corporate social responsibility

---

## Teaching delivery methods:

- Lectures
- Case studies
- Project work
- Mentoring
- Peer review
- Critiques

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.2
Exam 2	1.2
Exam 3	1.2
Projects 1-7	2.4
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
<b>Exam 1</b>	<b>20</b>
Exam 2	20
Exam 3	20
Projects 1-7	40
<b>Total:</b>	<b>100</b>

---

## Required reading:

- Peng, M. (2022). Global Strategy, Cengage Learning.

---

## Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from scholarly and business journals.
- Selected video materials will also be shared 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:	Digital Marketing
Course leader:	Colin Mitchell
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Explain the tactics and strategies that enable marketers to fully leverage the internet.
- Enhance commercial success of company's products using digital marketing tools and techniques.
- Enhance customer engagement using digital marketing tools.

---

### Conditions for enrolment in the course:

MKTG230 - Principles of Marketing

---

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain how the internet and digital technology offer benefits and challenges to consumers, business, marketers, governments and society.
- CLO2:** Elaborate on the fundamentals of digital marketing and the online marketplace.
- CLO3:** Demonstrate the ability to design and analyse internet advertising and promotional strategies and tactics.
- CLO4:** Develop an understanding of the Web 2.0 marketing strategies and tactics.

---

## Course content:

- Social media.
- User experience (UX).
- Native, web, and Hybrid apps.
- UX feedback and CTA.
- SEO.
- Advertising on the Internet.
- Content marketing strategy.

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Create a Personal web page	0.6
Social Media Infographics	0.6
Trends Blog	0.6
Extrinsic Motivator assignment	0.6
UX - Native, Web, Hybrid assignment – Infographic	0.6
UX Feedback and CTA - Post on partner website	0.6
SEO - On-Page/ Off-Page Mindmap/ Flowchart	0.6
Backlink partner assignment	0.6

VidIQ Video	0.6
Instagram or TikTok Powtoon	0.6
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Create a Personal web page	10
Social Media Infographics	10
Trends Blog	10
Extrinsic Motivator assignment	10
UX - Native, Web, Hybrid assignment - Infographic	10
UX Feedback and CTA - Post on partner website	10
SEO - On-Page/ Off-Page Mindmap/ Flowchart	10
Backlink partner assignment	10
VidIQ Video	10
Instagram or TikTok Powtoon	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Kingshorth, S. (2022) Digital Marketing Strategy: An Integrated Approach to Online Marketing, 3rd Edition, Kogan Page.

---

### Additional reading:

- Current information from primary three sources will be used: Google Ads, SEMrush, and Ahrefs. These will be rolled out over the semester to ensure the course information is up-to-date.

---

### 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:	PROFESSIONAL SELLING
Course leader:	Nikola Draskovic
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- Describe and demonstrate the importance of professional selling to the realm of marketing.
- Explain and apply relationship management and partnering with the customer—both external and internal.
- Explain and apply the individual steps of the professional selling process.
- Adopt and implement negotiation skills in professional selling.

---

### Conditions for enrolment in the course:

Sophomore Status

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Contrast personal selling and the buying process and how trust and sales ethics influence them.
- CLO2:** Test various communication skills needed to implement an effective sales process.
- CLO3:** Generate a personal selling process, including strategic prospecting, planning and implementing the sales dialogues, addressing concerns and earning commitment and expanding customer relationships.
- CLO4:** Assess salesperson's self-leadership and teamwork in the personal selling process.



---

## Course content:

- Overview of Personal Selling
- Building Trust and Sales Ethics
- Understanding Buyers
- Communication Skills
- Strategic Prospecting and Preparing for Sales Dialogue
- Planning Sales dialogue and presentations
- Sales Dialogue - Creating and Communicating Value
- Addressing Concerns and Earning Commitment
- Expanding Customer Relationships
- Adding Value - Self Leadership and Teamwork
- Introduction to Negotiation
- Building the Foundation for Negotiating
- Distributive Bargaining
- Integrative Negotiation
- Closing deals
- Decision Making
- Power and Influence - Changing Other's Attitude and Behavior
- Individual Differences
- Difficult Negotiation

---

## Teaching delivery methods:

- Lectures
- In-class discussions
- Business cases
- In-class exercises
- Project work
- Role-playing

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5
Exam 3	1.5
Group role-playing	1.2
Article review	0.3
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	25
Exam 2	25
Exam 3	25
Group role-playing	20
Article review	5
<b>Total:</b>	<b>100</b>

---

## Required reading:

- Ingram, LaForge, Avila, Schwegler & Williams (2020) Sell (6th ed.). Cengage Learning.
- Hames, D. S. (2011). Negotiation: Closing Deals, Settling Disputes, and Making Team Decisions. Sage.

---

## Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies.
- Selected video materials will also be shared by the instructor.

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

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

## General Information

Course title:	Advanced Corporate Financial Planning
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Introduce students to the advanced approach to financial analysis and evaluation of applied financial problems
- Enable students to analyze financial position of the firm using EVA metrics and ROIC tree
- Understand working capital management requirements
- Enable students to do long term financial planning by forecasting firm's financial statements
- Introduce students to the advanced valuation using DCF models and relative valuation technique

---

### Conditions for enrolment in the course:

Financial management (FINC220), Financial Management II (FINC352)

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Assess financial performance of the firm using financial ratios analysis, EVA and/or ROIC tree
- CLO2:** Evaluate working capital management requirements
- CLO3:** Construct a financial planning model, starting with historical financial statements, ending with forecasted financial statements (pro formas)

**CLO4:** Estimate value using DCF models (dividend discount model, FCFE and FCFF models)

**CLO5:** Estimate value using relative valuation techniques (equity and firm value multiples)

---

## Course content:

- Financial ratios and advanced financial statements analysis
- EVA measurement and ROIC tree
- Working capital management
- Financial planning and forecasting
- Estimating discount rates and incorporating country risk in cost of capital
- Measuring cash flows
- Estimating growth and terminal value
- DCF valuation models (dividend discount model, FCFE and FCFF models)
- Relative valuation (equity and value multiples)

---

## Teaching delivery methods:

- Lectures
- Exercises
- Computer Laboratory

---

## Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5
Exam 3	1.5
Project	1.5
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	25
Exam 2	25
Exam 3	25
Project	25
<b>Total:</b>	<b>100</b>

---

### Required reading:

- Brigham, E. F., Houston, J. F. (2022). *Fundamentals of Financial Management*, 16<sup>th</sup> ed., South-Western Cengage Learning (selected chapters)
- Damodaran, A.. (2006) *Damodaran on Valuation: Security Analysis for Investment and Corporate Finance*, Wiley Finance, 2nd Edition (selected chapters)

---

### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.

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

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

## General Information

Course title:	Finance in a Global Environment
Course leader:	Iva Čondić-Jurkić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (2+0+1)

## Course Description

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### Course objectives:

- Introduce students to the challenges posed by the international financial environment in which corporations operate
- Enable students to identify and manage risks arising from the changes in exchange rates
- Foster deeper understanding of how corporations can use global capital markets to minimize their cost of capital and maximize their access to capital
- Understand specifics of multinational capital budgeting analysis and cross-border M&As

---

### Conditions for enrolment in the course:

Financial management (FINC220)

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Evaluate opportunities and threats in a global financial environment

**CLO2:** Recommend optimal strategy to manage foreign exchange exposure of firms using foreign exchange derivatives (currency forwards, futures, options, swaps) and/or other hedging techniques

**CLO3:** Evaluate issues related to multinational financing and investment decisions

---

## Course content:

- Goals of corporate governance from an international perspective
- International monetary system and exchange rate regimes
- Forex market
- International parity conditions
- Managing foreign exchange exposure (currency futures, forwards, options, swaps and other hedging tools)
- Global cost and availability of capital
- Raising equity and debt globally
- Determinants of FDI
- Multinational capital budgeting and cross-border acquisitions
- International trade financing methods

---

## Teaching delivery methods:

- Lectures
- Exercises
- Case analysis
- Computer Laboratory

---

## Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5
Exam 3	1.5
Project	0.9
Mini write-up	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/%
Exam 1	25
Exam 2	25
Exam 3	25
Project	15
Mini write-up	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Eiteman, K., Stonehill, I., Moffett, M. H., *Multinational Business Finance*, 15th, 14th or 13th ed., Pearson

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### Additional reading:

- Additional handouts and readings will be made available to students throughout the semester by the instructor.

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

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

## General Information

Course title:	MGMT.310 Leading High Performance Teams
Course leader:	Milena Kužnin
Study programme:	IB
Course status:	Obligatory
Year:	FOURTH
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This is a course on leading high-performing (HP) teams. The purpose of this course is to provide you the knowledge and skills to both lead and participate in HP teams. Taught in an experiential, team-based format, this class focuses on leading teams and developing strong team dynamics.

---

### Course objectives:

- Recognize and describe critical characteristics of HP and dysfunctional teams.
- Understand how contextual factors, actions of leaders, and interactions of team members affect the viability and effectiveness of a team.
- Identify appropriate strategies to improve team functioning and performance.
- Execute a team project and analyze the effectiveness of the team, as well as outline strategies for how to improve the team in future efforts.

---

### Conditions for enrolment in the course:

Third or a Fourth year student.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Articulate critical characteristics of HP and dysfunctional teams

**CLO2:** Connect how contextual factors, actions of leaders, and interactions of team members affect the viability and effectiveness of a team

**CLO3:** Judge appropriate strategies to improve team functioning and performance.

**CLO4:** Develop a team project with the aim of increasing effectiveness of the team, as well as improving the team in future efforts.

---

## Course content:

- Intro to teams
  - Team processes
  - Leadership of teams
  - Creativity
  - Decision making
  - Communication and feedback
  - Conflict in teams
  - Diversity
  - Problem solving
  - Power, ethics
  - Evaluating teams
- 

## Teaching delivery methods:

- Lectures
  - In class exercises
  - Multimedia
  - Peer review
  - Journaling
- 

## Student obligations:

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

## Monitoring student work:

Activity	ECTS
Quiz 1	0,3
Quiz 2	0,3
Quiz 3	0,3

Quiz 4	0,3
Leader Report	1,2
Individual Report	1,2
Case	0,8
Training Session	1,6
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	5
Quiz 2	5
Quiz 3	5
Quiz 4	5
Leader Report	20
Individual Report	20
Case Study	13
Training Session	27
Total:	100

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### Required reading:

- Levi, D. (2016), "Group Dynamics for Teams", 5th ed, SAGE Publications

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### Additional reading:

- PDF files distributed by the instructor

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

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

## General Information

Course title:	Design Thinking and Concept Development
Course leader:	Velebit Mirić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- To explore Design Thinking as a theoretical and practical framework for innovation and problem solving in business settings.
- To analyse how Design Thinking was used by some of the world's most successful companies and organizations of all profiles, in the private and the public sector alike, but they will also learn how to apply it to their own lives or projects.
- To produce a user-approved prototype of any idea within a week's work.

---

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Identify opportunities to make a unique and positive contribution through design thinking by understanding how to develop empathy for the end-user(s).
- CLO2:** Apply design tools in terms of market impact, value creation, and customer responsiveness.
- CLO3:** Demonstrate management skills within the design-based projects.
- CLO4:** Demonstrate the ability to communicate with peers from a wide range of disciplines.

---

## Course content:

Within this course the students will cover following Design Thinking topics:

- What is Design Thinking or how cool can work be?
- Understanding the challenge.
- Observing for empathy.
- Define the point of view.
- Ideate the users.
- Prototyping.
- Testing and reflection.

---

## Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Project work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Preliminary research	0.6
Research project – I & II	1.2
Presentation	0.3
Research project – III	1.2
Presentation	0.3
Research project – IV & V	1.8
Presentation	0.6
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Preliminary research	10
Research project – I & II	20
Presentation	5
Research project – III	20
Presentation	5
Research project – IV & V	30
Presentation	10
<b>Total:</b>	<b>100</b>

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### Required reading:

- Lewrick, M., Link, P., & Leifer, L. (2020). The design thinking toolbox: A guide to mastering the most popular and valuable innovation methods. John Wiley & Sons.
- Lewrick, M., Link, P., & Leifer, L. (2018). The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. John Wiley & Sons

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### Additional reading:

- To be provided by the instructor

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

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



## General Information

Course title:	Industrial/Organisational I/O Psychology
Course leader:	Ana Havelka Mestrovic
Study programme:	International Business, WMC,NMD
Course status:	Elective
Year:	Fourth
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This course will provide an Introduction to Industrial and Organisational Psychology, a scientific discipline that studies human behaviour in the workplace. Organisational psychologists help institutions hire, manage, develop, support employees and align employee efforts with business needs. Their work contributes to outcomes such as better talent to achieve the strategic goals of the organisation, reduced turnover, increased productivity, and improved employee engagement. In February 2014, the U.S. The Bureau of Labor Statistics named Industrial and Organisational Psychology as the fastest growing profession with a projected growth of 53% until 2022.

---

### Course objectives:

- understand the origins of I-O Psychology and what I-O Psychologists do
- understand the building blocks of a job and learn a methodology to study jobs
- learn how the science of human behaviour is used to select, develop, and manage employees
- learn how organisations can create a supportive work environment

---

### Conditions for enrolment in the course:

Prerequisite: Psyc 101

## Expected learning outcomes of the course:

A student will be able to:

**CLO 1:** Define different methods of psychological research required to study problems in industrial and organisational settings.

**CLO 2:** Compose and evaluate basic principles of I/O Psychology to Human Resources management in organisations: job analysis, staffing decisions (selection, job performance evaluation, promotion, and separation), and employee development.

**CLO 3:** Define workplace diversity, justice and fairness in a dynamic, global, and multicultural job market.

---

## Course content:

Industrial and organisational (I/O) psychology - history

Job analysis

Defining and measuring job performance

Performance appraisal, tests, employment interviews

Employee selection and training, and human factors

Human factors in working environment

---

## Teaching delivery methods:

- Lectures
- Remote learning
- Project work
- Individual work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exam 1	1.5
Exam 2	1.5
Exam 3	1.5
I/O Portfolio	1.5
<b>Total</b>	<b>6</b>

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

Assessment and evaluation of student work

## Components of evaluation:

Component	Points/%
Exam 1	20/20
Exam 2	20/20
Exam 3	30/30
I/O Portfolio	30/30
<b>Total:</b>	<b>100/100</b>

---

## Description of assignments

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

**Portfolio** This is a multistep project involving a job analysis, selection system, and performance rating. Detailed instructions are provided on a separate handout Required reading:

### Required reading

1. Landy, F. J., & Conte, J. M. (2013). Work in the 21st century: An introduction to industrial and organizational psychology (4th ed.). Hoboken, NJ, US: John Wiley & Sons Inc.

2. Levy, P. (2013). *Industrial/Organizational Psychology: Understanding the Workplace* (4th ed.). New York: Worth Publishers

*Additional reading:*

- Materials from APA Monitor on Psychology (monthly edition)

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

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

## General Information

Course title:	Intermediate Financial Accounting
Course leader:	Vanja Vejzagić
Study programme:	International Business
Course status:	Elective
Year:	Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

Extensive exposure to the accounting cycle with full integration of the data flow in an accounting information system. Accounting theory developed by accounting standard-setting bodies is covered in-depth. Generally accepted accounting principles are discussed as they apply to the preparation of financial statements and the recognition and measurement of financial statement elements, primarily assets. International Financial Reporting Standards are introduced as they relate to course subject matter.

---

### Course objectives:

- Critically evaluate the effectiveness of 'traditional' accounting/finance approaches
- Apply the conceptual framework of objectives and principles in selecting appropriate accounting policies and preparing financial statements in accordance with IFRS.
- Demonstrate the ability to assess a situation, identify issues and alternatives, and provide a recommendation using ethical professional judgment.
- Classify and account for investments in various financial instruments
- Demonstrate an understanding of revenue recognition
- Prepare an income statement in various formats
- Prepare a classified Statement of Financial Position,
- Account for the recognition, measurement, and derecognition of accounts receivable and notes receivable.
- Use various cost flow methods to account for inventory
- Calculate the initial recognition, depreciation, impairment, and derecognition of tangible assets.
- Calculate and account for the recognition, derecognition, and impairment of intangible assets and goodwill.

---

## Conditions for enrolment in the course:

ACCT.210 – Management Accounting

---

## Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Identify the function of accountancy in communicating, reporting, and assuring financial information
- CLO2:** Explain the objectives of financial statement
- CLO3:** Asses the contribution and inherent limitations of financial statements
- CLO4:** Utilize an estimate of the value of goodwill in the partnership firm

---

## Course content:

- Financial Accounting and Accounting
- Conceptual Framework for Financial Reporting
- The Accounting Information System
- Income Statement and Related Information
- Balance Sheet and Statement of Cash Flows
- Revenue Recognition
- Cash and Receivables
- Valuation of Inventories: A Cost-Basis Approach
- Inventories: Additional Valuation Issues
- Acquisition and Disposition of Property, Plant, and Equipment
- Depreciation, Impairments, and Depletion
- Intangible Assets

---

## Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
- Project work
- Business cases

---

## Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

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## Monitoring student work:

Activity	ECTS
Classwork (6)	1.44
Case study	0.96
Exam 1	1.2
Exam 2	1.2
Final Exam	1.2
...	
<b>Total</b>	<b>6</b>

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Classwork (6x4)	24
Case Study	16
Exam 1	20
Exam 2	20
Final Exam	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Kieso, D. E., Weygandt, J. J., Warfield, T. D., Wiecek, I. M., & McConomy, B. J. (2019). *Intermediate accounting with WileyPLUS* (12th Cdn. ed., Vol. 1). Toronto, ON: Wiley.

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### Additional reading:

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

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



## General Information

Course title:	Foundations of moral philosophy
Course leader:	Luka Boršić
Study programme:	WMC, IB (optional)
Course status:	obligatory / optional
Year:	third and fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

- to become skillful in understanding and interpreting various ethical positions;
- to become familiar with major philosophical ethical approaches and the methods of handling them in everyday life;
- to learn how to approach different life situations and ethical issues from different ethical perspectives;
- to investigate one's own and other people's beliefs and values critically and constructively.

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### Conditions for enrolment in the course:

None.

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** 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:** analyze 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:

This course is a survey of foundational, and normative, approaches to ethics, understood as a systematic study into morality, and the moral questions in regard to motivation. Topics will include virtue ethics, deontology, consequentialism, contractualism, evolutionary foundations of morality, and other approaches. Normative questions are questions about good and goodness, evil and badness, right and rightness, wrong and wrongness. Foundational approach to ethics deals with meta-ethical questions about the nature of morality and the sources of moral systems, their justifications etc. Ethics is a paradigmatic action-guiding discipline, i.e. it is about not only learning what something, i.e. a moral phenomenon, is, but also how to apply normative theories, make ethical decisions, justify ethical positions in everyday life, living within society, political activities etc. Rather than a course in the history of ethics, this course serves as an introduction to the practice of ethical deliberations and discussions.

## Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

## Student obligations:

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

## Monitoring student work:

	As1	As2	As3	ECTS	Points
ECTS	3.6	0.6	1.8	6	
(hrs)	(15)	(37.5)	(45)	(150)	
Points	60	10	30		100
LO1	20	5	5	1.75	35

LO2	20	5	10	1.5	30
LO3	20	0	15	1.75	35

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
As1 (quizzes) 3 x 20	60
As2 (final presentation)	10
As 3 (class participation)	30
<b>Total:</b>	<b>100</b>

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### Required reading:

A selection from:

- Nagel, Th., *What does it all mean*. Oxford, New York: Oxford University Press, 1987.
- Aristotle, *Nicomachean Ethics*
- Plato, *Meno*
- Mill, J. S. Utilitarianism. <https://www.earlymoderntexts.com/assets/pdfs/mill1863.pdf>
- Kant, I., *Foundations of Moral Philosophy*.
- Scanlon, T. M., *What We Owe to Each Other*, Cambridge (Mass.), London: Harvard University Press, 1998.

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### Additional reading:

- Shafer-Landau, R., *Fundamentals of Ethics*. Oxford: Oxford University Press, 2020.
- Shafer-Landau, R., *Ethical Theory*. Chichester: Wiley-Blackwell, 2013.

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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### Course content:

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

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

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## Teaching delivery methods:

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

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
Quiz 1	1.3
Quiz 2	1.3
Quiz 3	1.3
Final Essay	1.1
<b>Total</b>	<b>5</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Quiz 1	26
Quiz 2	26
Quiz 3	26
Final Essay	22

Total:	100
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## Required reading:

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

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## Additional reading:

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

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

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

## General Information

Course title:	FINC.489 Seminar in Finance “Introduction to Bitcoin”
Course leader:	Peter Schmidt
Study programme:	International Business
Course status:	Elective
Year:	First-Fourth
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

In this course, students will explore the key concepts and technologies behind money and bitcoin, including the functions of money, the role of banks and central banks, the Bitcoin blockchain and Bitcoin mining. Students will analyze the potential benefits and drawbacks of using Bitcoin versus other cryptocurrencies, evaluate legal, ethical, and regulatory issues, and create strategies for managing and maximizing the use of bitcoin. Through interactive activities, practical work, case studies, and guest speakers, students will gain a deeper understanding of the evolving landscape of money and finance in the digital age.

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain the key concepts and technologies behind money and bitcoin, including functions of money, role of banks and central banks, blockchain, and cryptocurrency mining.
- CLO2:** Analyze the potential benefits and drawbacks of using bitcoin versus other cryptocurrencies, including financial inclusion, risks and rewards of investing, and environmental and social impacts.
- CLO3:** Evaluate legal, ethical, and regulatory issues surrounding bitcoin.
- CLO4:** Demonstrate the skills of an informed user of bitcoin, including risk management, security, taxation, and emotional and psychological considerations.

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## Course content:

- The history of money: from barter to modern fiat currencies
- The role of central banks and governments in the issuance and regulation of money
- The novel concept of cryptocurrency and the technology behind it (distributed, decentralized ledger, blockchain, consensus mechanism, proof of work, peer-to-peer network)
- The economic and financial characteristics of bitcoin versus other cryptocurrencies
- The mechanics of buying, selling, and storing bitcoin and the use for transactions
- The potential risks and benefits of using bitcoin
- The regulatory landscape for bitcoin vs. other cryptocurrencies
- The potential impact of bitcoin and other cryptocurrencies on the traditional financial system
- Commercial and individual use cases for bitcoin
- Ethical, social and environmental implications of bitcoin

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## Teaching delivery methods:

- Lectures
- Class discussions
- Laboratory work
- Project work
- Multimedia

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## Student obligations:

- Attending classes
- Submitting assignments
- Participate in class discussions

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## Monitoring student work:

Activity	ECTS
Exam 1	1.2
Exam 2	1.2
Final exam	1.2
Projects	1.2
Participation	1.2
<b>Total</b>	<b>6</b>



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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Exam 1	20
Exam 2	20
Final Exam	20
Projects	20
Participation	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Antonopoulos, Andreas M. (2017) Mastering Bitcoin (2nd ed.) O'Reilly.
- Narayanan, A., Bonneau, J., Felten, E., Miller, A. & Goldfeder, S. (2016). Bitcoin and cryptocurrency technologies: A comprehensive introduction. Princeton University Press.

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### Additional reading:

- Additional handouts and readings pertaining to current cases and events in international trade will be made available to students throughout the semester by the instructor. These will be selected articles from business journals and case studies
- Selected video materials will also be shared by the instructor

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

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