RIT | Croatia

RIT CROATIA PROGRAM OUTLINE

PROGRAM TITLE: **NEW MEDIA DESIGN**

TYPE OF PROGRAM: Undergraduate professional program

DURATION OF PROGRAM: 4 years /8 semesters

TOTAL NUMBER OF ECTS: 240

SCIENTIFIC AREA: Technical Sciences

SCIENTIFIC FIELD: Graphic technology

EFFECTIVE FOR: Students enrolled starting from AY 2022/23

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1. ENROLLMENT CRITERIA

Admission requirements:
Students can be admitted to the New Media Design 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 three additional requirements:

- Portfolio
- Motivational essay
- Motivational interview

Results calculation

Mandatory national exams:
Croatian - not used
Mathematics - 10%
English - 40%
Additional requirements:
Portfolio - 10%
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 portfolio
- 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 100 points
English - up to 400 points

Additional requirements:
Portfolio - up to 100 points
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 New Media Design program.
Candidates who transfer from similar study programs may be exempted from submitting a portfolio during enrollment.

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 122 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 400 working hours. Valid only for Croatian diploma requirements.
- 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 Information Technology, students receive a Bachelor of Fine Arts (B.F.A.) degree in New Media Design 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 NMD program will receive the degree title of prvostupnik/prvostupnica (baccalaureus/baccalaurea) inženjer/inženjerka multimedijske i grafičke tehnologije.

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

Hospitality and Tourism Management

International Business

Web and Mobile Computing

7. PROGRAM LEARNING OUTCOMES

NMD1	Create complex design solutions in a multimedia environment combining fundamental art and design principles, and modern technology.
NMD2	Apply basic elements and principles of motion graphics to visual problem-solving in a multimedia environment.
NMD3	Create three-dimensional models for use in static and dynamic environments.
NMD4	Develop a concept and formulate technical and artistic requirements to solve a communication problem.
NMD5	Communicate information and multimedia content through combining research, app development and interaction and information design principles.
NMD6	Create user-centered interactive and information designs appropriate to a range of media.
NMD7	Make informed decisions based on legal, ethical, and social principles involved in graphic technology, media and design practices.
NMD8	Incorporate formal theory, methodology, and practice of graphic technology, media and design in individual and group multidisciplinary projects.
NMD9	Collaborate on a multidisciplinary professional new media projects.
NMD10	Communicate field-specific information in written and oral form using a standard English variety.
NMD11	Critically evaluate text and other media in a specific field.
NMD12	Reevaluate existing principles and practices in a specific field.
NMD13	Manage one's professional development and engage in lifelong learning activities pertaining to the field.
NMD14	Apply scientific principles in solving contemporary issues in a specific field.

8. LIST OF COURSES

	Fall Semester				Spring Semester		
Course no.	**Course Name**	**Credits**	**ECTS**	**Course no.**	**Course Name**	**Credits**	**ECTS**
YEAR 1							
FDTN-111	Drawing I	3	6	FDTN 112	Drawing II	3	6
FDTN-121	2D Design I	3	6	FDTN-141	4D Design	3	6
NMDE-111	New Media Design Digital Survey I	3	6	NMDE-112	New Media Design Digital Survey II	3	6
UWRT-100	Critical Reading and Writing	3	5	NMDE-103	NMD Interactive I	3	6
PHIL-103	Critical Thinking	3	5	PHAR-160	Intro to Digital Photography	3	5
YOPS-10	RIT 365: RIT Connections	0	1				
YEAR 2							
NMDE-201	NMD Elements II	3	6	NMDE-204	NMD Animation	3	6
NMDE-202	NMD 3D	3	6	NMDE-203	NMD Interactive II	3	6
ISTE-120	Computational Problem Solving I	4	6	ISTE-121	Computational Problem Solving II	4	6
UWRT-150	FYW: Writing Seminar (WI)	3	5	ARTH-135	History of Western Art - Ancient to Medieval	3	5
CHOOSE 1 LANGUAGE COURSE BELOW:				**CHOOSE 1 LANGUAGE COURSE BELOW:**			
MLFR-201	Beginning French 1	4	5	MLFR-202	Beginning French 2	4	5
MLGR-201	Beginning German 1	4	5	MLGR-202	Beginning German 2	4	5
MLIT-201	Beginning Italian 1	4	5	MLIT-202	Beginning Italian 2	4	5
MLRU-201	Beginning Russian 1	4	5	MLRU-202	Beginning Russian 2	4	5
MLSP-201	Beginning Spanish 1	4	5	MLSP-202	Beginning Spanish 2	4	5
					NMD-COOP 1	0	6
YEAR 3							
NMDE-302	NMD Graphical User Interface	3	6	NMDE-301	NMD Elements III (PR-WI)	4	6
NMDE-305	NMD Motion Graphics	3	6	NMDE-303	NMD Interactive III	3	6
PSYC-101	Introduction to Psychology	3	5	GRDE-201	Typography	3	6
ARTH-136	History of Western Art - Renaissance to Modern	3	5	ARTH-369	20th Century Art: 1950-Contemporary	3	5
FREE	Free elective 1 (immersion)	3	5	FREE	Free elective 2 (immersion)	3	5
					NMD-COOP 2	0	6
YEAR 4							
NMDE-401	NM Capstone I	3	8	NMDE-411	NM Capstone II	3	8
NMDE-404	NMD Interactive IV	3	6	NMDE-406	NMD Experimental	3	6
ARTH-568	Art and Technology: from the Machine	3	5	ISTE-240	Web and Mobile II	3	6
ENGL-210	Literature, Culture and Media (WI)	3	5	ENVS-150	Ecology of DC	4	5
FREE	Free elective 3	3	5	FREE	Free elective 4	3	5
ELECTIVES							
OPTION 1: LANGUAGE IMMERSION (MUST Y3F)							
MLFR-301	Intermediate French 1	3	4	MLFR-302	Intermediate French 2	3	4
MLGR-301	Intermediate German 1	3	4	MLGR-302	Intermediate German 2	3	4
MLIT-301	Intermediate Italian 1	3	4	MLIT-302	Intermediate Italian 2	3	4
MLRU-301	Intermediate Russian 1	3	4	MLRU-302	Intermediate Russian 2	3	4
MLSP-301	Intermediate Spanish 1	3	4	MLSP-302	Intermediate Spanish 2	3	4
				OPTION 2: PSYCHOLOGY IMMERSION (MUST Y3S)			
				PSYC-225	Social Psychology (must Y3S for Psych immersion)	3	5

Elective courses may vary depending on availability and enrolment.

YEAR 1 – COURSE DESCRIPTIONS

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General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Analyze and translate observations into concepts and compositions

LO2: Use drawing for conceptual, compositional, and preparatory studies.

LO3: Apply suitable drawing techniques for different media

LO4: Critically evaluate one's own drawing and the drawing of others

LO5: Synthesize core observational drawing concepts and techniques to produce a finished drawing.

Course content:

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

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

Teaching delivery methods:

- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments

Monitoring student work:

Activity	ECTS
Lab assignment 1	1.2
Lab assignment 2	1.2
Lab assignment 3	1.2
Lab assignment 4	1.2
Presentations	1.2
Total	6

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

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

Components of evaluation:

Component	**Points/%**
Lab assignment 1	15
Lab assignment 2	15
Lab assignment 3	15
Lab assignment 4	15
Presentations	20
Class Participation and Activity	20
Total:	**100**

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

- Eviston, B. (2021). *The Art and Science of Drawing*. Rocky Nook, Inc.
- Edwards, Betty (1999). Drawing on the Right Side of the Brain, Penguin Putman

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

- Larmann, Ralph. The Figure Drawing LAB (http://drawinglab.evansville.edu)
- Mendelowitz, Daniel (2011), Guide to Drawing, Wadsworth Publishing

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

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

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General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Apply elements and principles of two-dimensional design

LO2: Demonstrate the use of appropriate vocabulary in the critique and analysis of two-dimensional compositions

LO3: Create innovative solutions to problem solving that include ideation, visualization and sketching

LO4: Demonstrate presentation skills and craftsmanship

LO5: Combine creative tools, media and process, to solve visual problem

LO6: Apply historical and contemporary references in concept generation

LO7: Critique their designs and the designs of the others

Course content:

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

Topics include:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

Activity	ECTS
Project 1	1.3
Project 2	1.3
Project 3	1.3
Assignments	2.1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

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General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Apply content creation methods using image and graphical manipulation.

LO2: Demonstrate effective design solutions using complex imagery, layout and typographical elements.

LO3: Evaluate the use and effectiveness of imaging, visual design solutions and aesthetic qualities.

LO4: Understand and display creative and conceptualization skills through research and documentation.

LO5: Understand halftoning, reproduction principles and printing requirements for various media.

LO6: Demonstrate visual solutions and content creation for editorial design problems.

LO7: Apply visual design elements, principles, imagery and layouts to interactive creative problems.

Course content:

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

Following topics will be covered:

- Fundamentals of images
  - Vector vs. Raster
  - Resolution and size
  - Color space and bit-depth (RGB)
  - Sketching, drawing and the relation to commercial media
  - Bezier Curves, Paths and Anchor Points
  - Working with objects and art boards
  - Color space and bit-depth (RGB vs. CMYK)
- Graphic technology and Imaging
  - Fundamentals of printing
  - Halftoning principles
  - Prepress requirements
  - Color Theory and reproduction
- Image capture and saving
  - Fundamentals of photography (lighting, depth, color, subject, perspective, time)
  - Introduction to camera controls (f-stop, shutter, megapixels)
  - How to take photographs (image capture assignment)
  - Correcting and enhancing digital photographs (RAW and PS tools)
  - Image compressions and file formats for online and storage
  - Working with advanced image correcting and enhancing tools

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

Teaching delivery methods:

- Lectures
- Exercises

Comments:

Student obligations:

- Attending classes
- Submitting assignments and projects

Monitoring student work:

Activity	ECTS
Projects 1	1
Projects 2	1
Projects 3	1.2
Lab assignments	1.2

Homework	0.4
Written exam	1.2
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

- Ambrose, G., Harris, P., & Ball, N. (2019). *The Fundamentals of Graphic Design*. Bloomsbury Publishing.
- Stone, M. (2016). *A Field Guide to Digital Color*. CRC Press.
- Kipphan, H. (2014). Handbook of Print Media: Technologies and Production Methods. Springer Berlin Heidelberg.
- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Rockport Publishers.
- James, D. (2011). *Crafting Digital Media: Audacity, Blender, Drupal, GIMP, Scribus, and other Open Source Tools.* Apress.
- Cohen, J., & Kenny, T. (2015*). Producing New and Digital Media: Your Guide to Savvy Use of the Web.* Taylor & Francis.

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

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

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

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

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General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Introduction to Academic English – passed or tested out

Expected learning outcomes of the course:

A student will be able to:

CLO1: Critically analyze a variety of texts.

CLO2: Evaluate peer work.

CLO3: Use APA style in citing and referencing.

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

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Fallacies 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
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Fallacies 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
Total:	**100**

Required reading:

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

Additional reading:

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

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

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

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

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General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: critically analyse a variety of discourses;

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

Course content:

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

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

Teaching delivery methods:

- lectures
- multimedia presentations
- classroom exercises
- discussions

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

The material will be supplied by the instructor.

Additional reading:

Selection from:

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

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

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

RIT | Croatia

General Information

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

Course Description

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

Expected learning outcomes of the course:

A student will be able to:

LO1: Integrate with the RIT Croatia community

LO2: Discuss their ownership and accountability during their educational experience.

LO3: Identify strategies to enhance their personal academic growth through tools that aid in decision making throughout their education.

LO4: 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:

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

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

- RIT Croatia Student Handbook 2022-23

- RIT Croatia Cooperative Education Handbook 2022-23

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

- N/A

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

Materials available on RIT Croatia website.

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Drawing I

Expected learning outcomes of the course:

A student will be able to:

LO1: Apply methods of compositional organization to drawings

LO2: Apply methods of concept generation and development to drawings

LO3: Asses visual issues of gesture, proportion, contour, perspective, volume, space and color

LO4: Use elements and principles of design on drawings

LO5: Apply suitable color drawing techniques for different media

Course content:

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

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

Teaching delivery methods:

- Presentations
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting assignments

Monitoring student work:

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

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

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

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Summarize the basic concepts of time, space and movement as related to moving media.

LO2: Create engaging motion graphics according to the principles of temporal, and spatial design.

LO3: Apply sound to image and time-based structures.

LO4: Use appropriate tools for shooting moving footage.

LO5: Use historical and contemporary references in idea development.

Course content:

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

Included topics are:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignments	4.2
Final Project	1.8
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Audio Exercise	5%
Continuity	15%
Documentary	10%
Cinemagraph/Gif	5%
Parallax	5%
Photo Film & Stop Motion	10%
Motion Graphic	10%
Final	20%

Participation	20%
Total:	**100**

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

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

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

NMD Digital Survey I

Expected learning outcomes of the course:

A student will be able to:

LO1: Demonstrate the simplification, reduction and communication of a complex form into a symbolic interpretation using gestalt and graphic translation principles.

LO2: Identify the anatomy and effectiveness of specific typographic solutions.

LO3: Develop effective communication solutions through proper selection and use of typography and graphical forms.

LO4: Evaluate visual design and information solutions through the application of color, shape, line, form, texture, type and layout.

LO5: Identify proper information structures, graphical styles and typographical solutions across various media.

LO6: Demonstrate an effective use of a grid system within a page layout consisting of typography and graphical forms.

LO7: Understand the creative design process through problem identification, research, planning, and final design application.

LO8: Evaluate color management settings for various media

Course content:

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

Topics include:

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

- Visual hierarchy
- Grid systems
- Typographic grid
- Modular grid
- Flexible grid for Responsive Web Design
- Hierarchical grid
- Media formats and outputs

Teaching delivery methods:

- Lectures
- Exercises

Comments:

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Exam	10%
Project 1	15%
Project 2	20%
Project 3	25%
Assignments	30%
Total:	**100**

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

- Carter, R., Maxa, S., Sanders, M., Meggs, P. B. & Day, B. (2018). *Typographic Design: Form and Communication.* John Wiley & Sons.
- Lupton, E. & Phillips, J. C. (2015). *Graphic Design: The New Basics,* Princeton Architectural Press
- Poulin, R. (2018). *The Language of Graphic Design: An illustrated handbook for understanding fundamental design principles*. Rockport Publishers.
- Samara T. (2020). *Design Elements: Understanding the rules and knowing when to break them - A Visual Communication Manual*, *3rd Edition*, Rockport Publishers.
- Sharma, A. (2018). Understanding Color Management. Wiley.

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Explain World Wide Web and the media used to design and develop it.

LO2: Develop simple web pages and sites

LO3: Publish web sites to an appropriate web server.

LO4: Verify the standards of their web programming through HTML and CSS validation.

LO5: Evaluate the aesthetic quality and appropriateness of the visual solution and implementation.

LO6: Integrate interactive media with static design elements to enhance the user experience.

Course content:

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

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

- Introduction to Web Design
    - Definitions, what is Web Design?
    - History, Web Standards
    - Possibilities and limitations
    - Web Design vs. Web Development
- Web Design Process
    - Defining goals
    - Content (information architecture)
    - Wireframing
    - Project structure, sitemaps
    - HTML & CSS coding
    - Code-validation
    - FTPs and publishing
- HTML
    - HTML document structure
    - HTML Tags
    - Semantic HTML
    - Embedding media (images, audio, video)
    - Best Practices
- CSS
    - Selectors
    - Box model
    - Layout and positioning
    - Responsive Web Design (RWD)
    - Transitions
    - Animations
    - Best Practices
- Web Design Components
    - Layout
    - Typography
    - Color
- Legal and Ethical Issues
    - Copyright
    - Digital Rights
    - Accessibility

Teaching delivery methods:

- Lectures
- Exercises

- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Lab exercises	1
Quizzes	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	Intro to Digital Photography
Course leader:	Maja Strgar Kurečić
Study programme:	New Media Design
Course status:	Obligatory
Year:	First
Number of ECTS credits:	5
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Use practical image capture skills in digital photography

LO2: Apply exposure techniques in camera manual mode

LO3: Classify image capture equipment and judge suitability of the equipment for a given photography project.

LO4: Evaluate and interpret aesthetics and concept of a photography project

LO5: Demonstrate creative and critical communication through the visual medium of photography

LO6: Write an artist statement for a photography project

LO7: Create a portfolio of photographic work

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Assignment 1: Shutter	0.6
Assignment 2: Aperture	0.6
Assignment 3: Design Elements	0.6
Assignment 4: Portraiture	0.6
Assignment 5: Still Life Object	0.6
Final Project	2
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

YEAR 2 – COURSE DESCRIPTIONS

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

LO1: Document professional workflows and design for clients in order to reach business communication goals.

LO2: Apply problem-solving, research, concept development and critical thinking skills to static information design.

LO3: Compile raw information into visual solutions with accuracy, integrity and clarity.

LO4: Summarize how information designs for the web, mobile and tablet devices integrate content with visual indicators.

LO5: Integrate imagery, type, icons, buttons, color, visual hierarchy, and site architecture to design friendly and functional user interfaces and information architecture.

Course content:

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

Topics include:

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

Teaching delivery methods:

- Lectures
- Exercises

- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1	1
Project 2	1
Project 3	1
Project 4	1
Written exam	1.4
Practical work	0.6
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	15%
Project 2	15%
Project 3	15%
Project 4	15%
Participation	10%
Lab exercises	10%
Final exam	20%

Total:	**100**

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

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

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Create photorealistic design solutions with 3D content creation methods.

LO2: Solve communication problems using 3D assets and information design principles.

LO3: Create an animated sequence that utilizes rigging, particles and dynamics to enhance the visual aesthetic.

LO4: Analyze and critically assess usage and aesthetic qualities of a 3D assets in interactive, mobile and motion examples.

LO5: Produce a composite of 3D generated assets with external 2D or interactive content.

Course content:

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

Covered topics:

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

  - Object interactions
  - Anticipation
  - Vantage point
  - Motion direction
- Key frames
  - Property keys
  - F Curves
  - Motion Paths
- Tracking
  - Path tracking
  - Motion targeting
  - Object targeting
- Rigging systems
  - Inverse Kinematics
  - Forward Kinematics

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Project 1	1
Project 2	1
Project 3	1
Project 4	1

Written exam	1.4
Practical work	0.6
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	15%
Project 2	15%
Project 3	15%
Project 4	15%
Participation	10%
Lab exercises	10%
Final exam	20%
Total:	**100**

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	Computational Problem Solving in the Information Domain I
Course leader:	Alan Mutka
Study programme:	NMD
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	90 (4+0+2)

Course Description

Course objectives:

- This course serves as an introduction to using the object-oriented approach in the information domain
- Students will learn to design software solutions using the object-oriented approach
- Students will be introduced to visual system modelling using UML
- Students will learn to implement software solutions using a contemporary programming language
- Students will learn to test software solutions

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Use programming language constructs in developing a solution

CLO3: Implement single and multi-dimensional arrays

CLO4: Implement an object-oriented design in a contemporary programming language

Course content:

Foundations of the object-oriented approach

- Basic object-oriented concepts
- Thinking in object-oriented terms

Object-oriented constructs

- Class definition
- Modularity
- Encapsulation
- Hierarchy
- Inheritance
- Polymorphism

Visual information system modelling

- UML elements
- UML structure diagrams

Implementation language constructs

- Data types
- Data structures
- Conditional constructs
- Iterative constructs
- Arrays

Teaching delivery methods:

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

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Practical 1	0.48
Practical 2	0.78
Practical 3	1.08
Practical 4	0.48
Comprehensive theory final	0.72
Laboratory	1.44
Homework	1.02
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/%
Practical 1	8
Practical 2	13
Practical 3	18
Practical 4	8
Comprehensive theory final	12
Laboratory	24
Homework	17
Total:	**100**

Required reading:

- Cay S. Horstmann (2009), Big Java: Compatible with Java 5,6, and 7, Wiley

Additional reading:

- Cay S. Horstmann (2017), Java Concepts: Late Objects, 3rd Edition, Willey

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

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

RIT | Croatia

General Information

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

Course Description

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
Total	5

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
Total:	**100**

Required reading:

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

Additional reading:

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

- Student survey
- Observation of lectures

- Assessment of the achievement of learning outcomes

RIT Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Select appropriate grammar and vocabulary at beginner level.

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

CLO4: Differentiate some aspects of French life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

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

RIT | Croatia

General Information

Course title:	Beginning German I
Course leader:	Nikolina Božinović
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Select appropriate grammar and vocabulary at beginner level.

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

CLO4: Differentiate some aspects of German life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

RIT Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Select appropriate grammar and vocabulary at beginner level.

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

CLO4: Differentiate some aspects of 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
Total:	**100**

Required reading:

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

Additional reading:

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

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

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

RIT | Croatia

General Information

Course title:	Beginning Russian I
Course leader:	Ana Peković
Study programme:	New Media Design
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
Total:	**100**

Required reading:

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

Additional reading:

-

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

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

RIT Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

N/A

Expected learning outcomes of the course:

A student will be able to:

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

CLO2: Select appropriate grammar and vocabulary at beginner level.

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

CLO4: Differentiate some aspects of Hispanic life and culture.

Course content:

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

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

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

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

Required reading:

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

Additional reading:

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

4D Design

Expected learning outcomes of the course:

A student will be able to:

LO1: Create content for digital animation sequences.

LO2: Evaluate the usage effectiveness and aesthetic qualities of animations.

LO3: Develop and present storyboards for an animated storytelling.

LO4: Write scripts for short, animated videos of various genres.

LO5: Create animated short stories combining sound, text, and 3D assets

Course content:

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

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

Covered topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

LO1: Describe the different roles and resources required during the project process of interactive applications.

LO2: Evaluate the usage, application and effectiveness of the interactive visual design solutions

LO3: Write a Design Document that describes creative components needed for the project

LO4: Critically assess the ease of use of interactive solutions.

LO5: Implement and publish a simple interactive project

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Written exam	0.6

Practicals	1.4
Total	6

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

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

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	Computational Problem Solving in the Information Domain II
Course leader:	Alan Mutka
Study programme:	NMD
Course status:	Obligatory
Year:	Second
ECTS points:	6
Teaching hours (L+S+E):	90 (4+0+2)

Course Description

Course objectives:

- Students will learn the Event Model and use the model to design and implement interactive graphical interfaces.
- Students will be introduced to basic algorithms used to process data structures
- Students will learn the Multithreading model and use the model to design and implement advanced processing methods
- Students will be introduced to the relational information model Students will learn to test software solutions
- Students will be introduced to and will use the client/server processing model
- Students will learn basic software development and project management practices

Conditions for enrolment in the course:

None/prerequisite

Expected learning outcomes of the course:

A student will be able to:

CLO1: Implement interactive graphical interfaces using the event model

CLO2: Build algorithms for processing binary and text-based data structures

CLO3: Create advanced processing methods using multiple threads

CLO4: Design programming solutions with the client-server paradigm

CLO5: Use advanced data structures in programing solutions

CLO6: Apply basic software development, team work, and project management principles and practices

Course content:

Concepts of Graphical User Interfaces (GUI)

- GUI components
- GUI layouts
- Designing Event Handlers
- Keyboard and Mouse generated Events

File I/O

- Exception handling
- Byte, binary, stream I/O

Threading Concepts

- Thread States and Priorities
- Thread Synchronization
- Multi-threading

Network Programming

- Client/Server programming

Data Representation

- Stacks/Queues/Linked Lists
- Data Structures and Algorithm Design
- Recursion, Generic programming

Program Design and Implementation Concepts

- Using Packages and Interfaces

Project Management

- Design Process
- Documentation
- Task definition, resource assignment and tracking

Teaching delivery methods:

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

Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

Monitoring student work:

Activity	ECTS
Practical 1	0.48
Practical 2	0.9
Practical 3	0.6
Quizzes	0.36
Laboratory	1.14
Homework	1.02
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:

Component	Points/%
Practical 1	8
Practical 2	15
Practical 3	10

QUI	6
Laboratory	19
Homework	17
Project	25
Total:	**100**

Required reading:

- Cay S. Horstmann (2009), Big Java: Compatible with Java 5,6, and 7, Wiley

Additional reading:

- Cay S. Horstmann (2017), Java Concepts: Late Objects, 3rd Edition, Willey

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

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

RIT | Croatia

General Information

Course title:	History of Western Art - Ancient to Medieval
Course leader:	Anita Ruso
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

Course content:

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

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

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

Topics include:

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

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exam	2.2
Homework	1.8

Essay	1
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Participation	10%
Essay	20%
Exam	40%
Homework	30%
Total:	**100**

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

- Brown, K. (2020). The Routledge Companion to Digital Humanities and Art History. Taylor & Francis.
- KLEINER, F.S. (2016), *Gardner's Art Through the Ages: A Global History*, Cengage Learning,

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

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

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

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

RIT | Croatia

General Information

Course title:	Cooperative Education I
Course leader:	Marina Androš Drmač
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
Number of ECTS credits:	6
Teaching hours (L+S+E):	200

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completed 4 semesters of academic coursework (114 ECTS credits)

Expected learning outcomes of the course:

A student will be able to:

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

LO2: Complete co-op tasks reliably and accurately.

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

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

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

Course content:

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

Teaching delivery methods:

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

Comments:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Practical work	5.5
Coop reports	0.5
Total	6

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

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

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

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	Beginning French II
Course leader:	Tea Kovačević
Study programme:	New Media Design
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
Total:	**100**

Required reading:

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

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

RIT | Croatia

General Information

Course title:	Beginning Spanish II
Course leader:	Barbara Perić
Study programme:	New Media Design
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
Total:	**100**

Required reading:

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

Additional reading:

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

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

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

RIT | Croatia

General Information

Course title:	Beginning Russian II
Course leader:	Ana Peković
Study programme:	New Media Design
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
Total:	**100**

Required reading:

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

Additional reading:

-

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

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

RIT | Croatia

General Information

Course title:	Beginning Italian II
Course leader:	Ana Gudelj
Study programme:	New Media Design
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
Total:	**100**

Required reading:

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

Additional reading:

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

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

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

RIT | Croatia

General Information

Course title:	Beginning German II
Course leader:	Nikolina Božinović
Study programme:	New Media Design
Course status:	Obligatory
Year:	Second
ECTS points:	5
Teaching hours (L+S+E):	60 (4+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completion of Beginning German I

Expected learning outcomes of the course:

A student will be able to:

CLO1: Produce short texts in written form

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

CLO3: Combine 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
Total:	**100**

Required reading:

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

Additional reading:

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

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

- Student survey

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

YEAR 3 – COURSE DESCRIPTIONS

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

NMD Interactive II

Expected learning outcomes of the course:

A student will be able to:

LO1: Research and evaluate existing case studies of UI design and interactive solutions.

LO2: Implement informational and visual assets effectively to solve a communication problem and adapt it to the user

LO3: Evaluate the usage, application, and effectiveness of the graphical user interface

LO4: Implement an application with a graphical user interface using appropriate programmatic techniques

LO5: Develop the graphical user interface project

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Written exam	0.6
Practicals	1.4
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project 1	30%
Project 2	30%
Practicals	20%
Participation	10%
Exam	10%
Total:	**100**

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

- Mathis, L. (2016). *Designed for Use: Create Usable Interfaces for Applications and the Web.* Pragmatic Bookshelf.
- Tidwell, J. (2020). Designing Interfaces: Patterns for Effective Interaction Design (3rd ed.). O'Reilly Media, Incorporated.

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

- Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). *About Face: The Essentials of Interaction Design*. Wiley.
- Saffer, D. (2013). *Microinteractions: Designing with Details*. O'Reilly.
- Preece, J., Sharp, H. (2019). Interaction Design: Beyond Human-Computer Interaction, Wiley.

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

NMD Animation

Expected learning outcomes of the course:

A student will be able to:

LO1: Develop a clear storyboard for a motion graphics video

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

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

LO4: Write scripts in conjunction with storyboards

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

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

Course content:

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

Topics:

- Pre-Production: Storyboards & Pitch Deck
- Comping Style Frames in PS and AI
- AE: Common Effects
- Camera Moments: in-Depth
- Track Mattes in-Depth
- Compositing: Green Screen
- Compositing: 3D
- AE Particle Systems
- Trap-code Particle Systems
- Cinema4D Mo-Graph and X Particles
- Sketch and Toon post processing

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Written assignment	1

Lab exercises	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

- Blazer, L. (2016). *Animated Storytelling: Simple Steps for Creating Animation & Motion Graphics*. Peachpit Press.

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

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

RIT Croatia

RIT Croatia

General Information

Course title: Introduction to Psychology

Course leader: Ana Havelka Mestrovic

Study programme: International Business, NMD, WMC

Course status: Obligatory

Year: Second

ECTS points: 6

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

CLO1: Describe the concept and consequences from each of the 10 topic areas

CLO2: Identify the relationship between individuals, the environment, cognition and behaviour

CLO 3: Implement the major critical debates in psychology and connect scientific evidence from different sides of each debate

Course content:

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

RIT Croatia

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.

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Assessment and evaluation of student work

Components of evaluation:

Total:	100/100

Component	Points/%
Exam 1	20/20
Exam 2	20/20
Exam 3	20/20
Research report **Group presentation**	30/30 10/10

Required reading

Myers, D.G. & De Waal N. C. (2018). Psychology (12thEdition). New York: Worth Publishers.

Additional reading:

- Materials from APA Monitor on Psychology (monthly edition)

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

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

RIT | Croatia

General Information

Course title:	History of Western Art - Renaissance to Modern
Course leader:	Anita Ruso
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

LO4: Elaborate on western European and North American cultures and societies from the renaissance and Modern periods.

Course content:

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

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

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

Topics:

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

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exams	3.5
Project	1.5

Total 5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project	22.5%
Exams	67.5%
Participation in class	10%
Total:	**100**

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

- Brown, K. (2020). The Routledge Companion to Digital Humanities and Art History. Taylor & Francis.
- KLEINER, F.S. (2016), *Gardner's Art Through the Ages: A Global History*, Cengage Learning,

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

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

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

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

RIT | Croatia

General Information

Course title:	NMD Elements III
Course leader:	Izvorka Jurić
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

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

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

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes
- Submitting projects and assignments

- Participate in discussions

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

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

- Samara, T. (2020). *Design Elements, Third Edition: Understanding the rules and knowing when to break them - A Visual Communication Manual.* Rockport Publishers.
- Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Rockport Publishers.

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

- NMDE-103 Interactive II

Expected learning outcomes of the course:

A student will be able to:

LO1: Create a usability script for an interactive project.

LO2: Implement a usability test with real users.

LO3: Evaluate the technical properties of the interactive solution

LO4: Apply appropriate programmatic techniques to implement an interactive application.

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

LO6: Develop an interactive project with an emphasis on usability

Course content:

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

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

- UX Design
- Interactive applications
- Interface Design
- Information Design
- Server Client Communications
- XML
- Infographics
- Micro interactions
- Interaction Elements

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4

Written exam	1
Practicals	1
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	Typography
Course leader:	Mario Šestak
Study programme:	New Media Design
Course status:	Obligatory
Year:	Third
Number of ECTS credits:	6
Teaching hours (L+S+E):	75 (2+0+3)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

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

LO2: Employ typographic variables and typographic hierarchy

LO3: Construct and effectively use appropriate typographic grid structures

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

LO5: Use tools and technology to clearly present visual information

LO6: Demonstrate competent presentation skills, both verbal and visual

LO7: Solve typographic problems using critical thinking and creative approaches

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

- Attending classes

- Submitting projects and assignments
- Participate in discussions

Monitoring student work:

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

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

Assessment and evaluation of student work

Component	Points/%
Project 1	15%
Project 2	15%
Project 3	20%
Project 4	20%
Homework	20%
Participation	10%
Total:	**100**

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

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

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

- Baines, P., & Haslam, A. (2005). *Type & Typography*. Laurence King.
- Lupton, E. (2010). *Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students.* Princeton Architectural Press.

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

- History of Western Art: Ancient to Medieval
- History of Western Art: Renaissance to Modern

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exams	2
Project	1
Essay	1
Blog	1
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Project	15%
Blog	20%
Essay	20%
Exams	40%
Activity in classroom	5%
Total:	**100**

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

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

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Completed 6 semesters of academic coursework (181 ECTS credits)

Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

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

Course content:

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

Teaching delivery methods:

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

Comments:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Practical work	5.85
Coop reports	0.15
Total	6

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

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

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

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

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

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

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

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

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

YEAR 4 – COURSE DESCRIPTIONS

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None

Expected learning outcomes of the course:

A student will be able to:

LO1: Demonstrate an understanding of professional practices by exploring market and industry standards as well as professional responsibility.

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

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

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

LO5: Demonstrate an understanding of all aspects of project management, team building, planning and producing a large-scale project.

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

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring

Comments:

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

- Bolles, R. N., & Katharine Brooks, E. D. (2020). What Color Is Your Parachute? 2021: Your Guide to a Lifetime of Meaningful Work and Career Success. Clarkson Potter/Ten Speed.
- Beer, D. F., & McMurrey, D. A. (2019). *A Guide to Writing as an Engineer*. Wiley.

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

- Develop advanced skills in design and development of interactive product promotions deliverable via web, kiosks or smart phone applications, and video spots.
- Explore projects and solutions for interactive web sites, smart phone application, and video spots.
- Develop marketing concepts for digital media.

Conditions for enrolment in the course:

- Interactive III

Expected learning outcomes of the course:

A student will be able to:

LO1: Create and develop interactive projects that embrace new technology.

LO2: Arrange informational and visual assets effectively to solve communication problems while allowing for ease of use.

LO3: Evaluate the usage and effectiveness of visual design solutions and aesthetic qualities across multiple devices.

LO4: Deploy advanced programmatic techniques to implement an interactive application.

LO5: Write a properly formatted Design Document based on industry best practices.

LO6: Analyze and critically assess the ease of use of interactive solutions.

LO7: Design, implement and evaluate an interactive project

Course content:

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

Topics:

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Practicals	1.3
Written exam	0.7
Total	6

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Projects	60%
Practicals	20%
Exam:	10%
Participation	10%
Total:	**100**

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	Art and Technology: from the Machine Aesthetic to the Cyborg Age
Course leader:	Anita Ruso
Study programme:	New Media Design
Course status:	Obligatory
Year:	Fourth
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

To provide students with an in-depth knowledge of the key critical issues and major artists and theorists of the first-half of the twentieth century who examine the relationship between art and technology, as well as the broad historical and ideological context of their work.

Conditions for enrolment in the course:

Expected learning outcomes of the course:

A student will be able to:

LO1: Identify and critically evaluate key artists of the modern era whose work has been informed by technology or who have sought to critique technology.

LO2: Identify and cogently discuss the key critical issues that ground the study of art and technology in the 20th century.

LO3: Critically analyze a central problem related to art and technology and its broader historical context.

LO4: Correlate the theoretical, philosophical, and historical contexts of the study of art and technology with the major artists, designers, and architects who have discussed these issues.

Course content:

Students will explore the link between art and technology in the 20th century with special focus on the historical, theoretical, and ideological implications. Topics include the body in the industrial revolution, utopian, dystopian, and fascist appropriations of the machine, engendering the mechanical body and machine-eroticism, humanism, the principles of scientific management, the paranoiac and bachelor machine, multiples, mass production, and the art factory, industrial design and machines for living, the technological sublime, cyborgs, cyberpunk and the posthuman. Key theorists to be discussed include: Karl Marx, Norbert Weiner, Reyner Banham, Siegfried Gideon, Marshall McCluhan, Michel Foucault, Deleuze and Guattari, Donna Haraway, and Martin Heidegger, as well as examples from film (Modern Times, Metropolis, Man with the Movie Camera and Blade Runner) and literature (Shelley's Frankenstein, and Zamyatin's We). Artists covered include: Tatlin, Rodchenko, Malevich, Moholy-Nagy, Léegr, Sheeler, Picabia, Duchamp, Calder, Ernst, Le Corbusier, Klee, Tinguely, Oldenburg, Rauschenberg, Warhol, Beuys, Kiefer, Lewitt, Fischli and Weiss, Acconci, Nam June Paik, Survival Research Laboratories, Bureau of Inverse Technology, Stelarc, Orlan, Dara Birnbaum, Roxy Paine, Marina Abramovic, Kac and Bill Viola.

Topics

- Historical Conceptions of Technology and its Relationship to Art (Leonardo,Dürer, Bruegel, Rube Goldberg, Fischli and Weiss)
- Martin Heidegger and "The Question Concerning Technology."
- Energy and Work-The Human Machine: (Shelley's Frankenstein, and Karl Marx's Capital).
- Principles of Scientific Management (F. W. Taylor and Henry Ford)
- Precisionism and the Modern Industrial Landscape
- Utopian Dreams and Visions: Suprematism, Constructivism and Purism.
- Fascist Conceptions of the Machine and Speed: Italian Futurism and the Blast Group
- Streamlined Industrial Design and Precisionism (Henry Dreyfus, Gerald Murphy)
- Machines for Living (de Stijl, Le Corbusier, Legér and the Bauhaus)
- Duchamp and the Bachelor Machine
- Dada and Surrealist Conceptions of the Machine and Technology (Picabia)
- The Technological Sublime (Smithson, Gursky, Höfer, Kiefer, the Bechers)
- The Machine in the Studio: Warhol's Factory, and Stella's Production Line.
- Jean Tinguely, Robert Rauschenberg, Billy Klüver and E.A.T. (Experiments in Art & Technology)
- Technology and the Self (Foucault, Stelarc, Orlan and Nam June Paik)
- Make Way for Cyborgs: Cybernetics, Cyberpunk, and the Posthuman
- Contemporary Developments: Critical Art Ensemble, Eduardo Kac, Christine Borland, Roxy Paine, and Sarah Sze.

Teaching delivery methods:

- Lectures

- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Written exams	2.5
Essay	1
Homework	1.5
Total	5

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Essay 20%	Essay 20%
Exams 40%	Exams 40%
Homework 30%	Homework 30%
Participation 10%	Participation 10%
Total:	**100**

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

- Broeckmann, A. (2016). Machine Art in the Twentieth Century. Cambridge.

- Rogers, H. S., Halpern, M. K., Hannah, D., & de Ridder-Vignone, K. (2021). Routledge Handbook of Art, Science, and Technology Studies. Taylor & Francis.
- Pierre Francastel, Art and Technology in the Nineteenth and Twentieth Centuries (NewYork: Zone Books, 2000).
- Mary Shelley, Frankenstein or The Modern Prometheus [originally 1818] (NY: Penguin, 1992
- Robert C. Scharff and Val Dusek, eds., Philosophy of Technology: The Technological Condition, An Anthology 2nd ed. (New York: Routledge, 2014).
- Kristine Stiles and Peter H. Selz, eds., Theories and Documents of Contemporary Art: A Sourcebook of Artists Writings (Berkeley: University of California Press, 1995).
- Marshall McLuhan, War and Peace in the Global Village (Corte Madera, CA: Ginko Press, 2001).
- Yevgeny Zamyatin, We (NY: Penguin, 1993).

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

- D. Bell and B. Kennedy, eds., The Cybercultures Reader (London: Routledge, 2000).
- C. Gray, ed., The Cyborg Handbook (London: Routledge, 1995).
- R.L. Rutsky, High Techne: Art and Technology from the Machine Aesthetic to the Posthuman (Minneapolis: University of Minnesota Press, 1999).
- Marie O'Mahony Cyborg-Man-Machine (NY: Thames and Hudson, 2002).
- Thomas P. Hughes, Human-Built World: How to Think about Technology and Culture (Chicago: University of Chicago Press, 2004).
- Thomas P. Hughes, American Genesis: A Century of Invention and Technological Enthusiasm (NY: Viking, 1989).
- Caroline A. Jones, The Machine in the Studio: Constructing the Postwar American Artist (Chicago: University of Chicago Press, 1996).

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

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

RIT | Croatia

General information

Course title:	Literature, Culture and Media (ENGL.210)
Course leader:	Evelina MIščin
Study programme:	New Media Design
Course status:	Elective
Year:	First - Fourth
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

Course Description

Course objectives:

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

Conditions for enrolment in the course:

None.

Expected learning outcomes of the course:

- A student will be able to:

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

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

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

Course content

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

Teaching delivery methods:

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

Student obligations:

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

Monitoring student work:

Activity	ECTS
Primers	1.5

Weekly assignments	1
Quiz	1
Media projects/Essay	1.5
Total	**5**

Teaching time has been incorporated in time for assignments.

Assessment and evaluation of student work

Components of evaluation:

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

Required reading

Materials on MyCourses

Additional reading:

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

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

http://www.history.com/

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

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

- Student survey

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

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

Conditions for enrolment in the course:

Capstone I

Expected learning outcomes of the course:

A student will be able to:

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

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

LO3: Summarize the progress of their capstone experience through formal presentations.

LO4: Summarize all aspects of project management, team building, planning, and producing a large-scale project.

LO5: Defend the conclusions, knowledge, and arguments presented in one's final thesis in the field of new media design in written and spoken English.

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Mentoring

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Brief	0.8
Project	1.6
Presentation	0.8
Project results	1.6
Evaluation	0.8
Final thesis	2.4
Total	8

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

Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
Brief	10%
Project	20%
Presentation	10%
Project Results	20%
Evaluation	10%
Final thesis	30%
Total:	**100**

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

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

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

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

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

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

RIT | Croatia

General Information

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

Course Description

Course objectives:

- Develop experimental personal projects that engage and interact with the viewer in a physical or virtual gallery/public setting.
- Develop the planning and organizational tools needed to execute a completed full- scale public exhibit that incorporates the knowledge developed and gained during time spent in NMD program.
- Apply new media techniques and processes to the realm of artistic expression.

Conditions for enrolment in the course:

NMD Interactive IV

Expected learning outcomes of the course:

A student will be able to:

LO1: Create content using modern technology and animation, interaction, and 3D modeling.

LO2: Evaluate the usage and effectiveness of imaging solutions and aesthetic qualities.

LO3: Create and present an individual project for public viewing.

LO4: Generate content for a planned new media project.

LO5: Develop a Project Brief for a new media project.

Course content:

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

Topics

- Brief development and research
- Project planning and organization
- Identifying the audience
- Developing the narrative and interaction
- Media and performance
- Video art
- Galleries and installations
- Public spaces
- Television, film, and the Internet

Teaching delivery methods:

- Lectures
- Exercises
- Independent work

Comments:

Student obligations:

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

Monitoring student work:

Activity	ECTS
Projects	4
Written exam	1.3

Lab exercises	0.7
Total	6

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

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

Contribution of assessments to the final grade:

Project1 20%
Project2 20%
Project3 20%
Lab Exercises 20%
Written Assignment 10%
Participation 10%

Components of evaluation:

Component	Points/%
Project1	20%
Project2	20%
Project3	20%
Lab Exercises	20%
Written Assignment	10%
Participation 10%	
Total:	**100**

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

- Lewrick, M., Link, P., & Leifer, L. (2020). *The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods.* Wiley.

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

- KELLEY, T, & Littman, J. (2001). *The Art of Innovation: Lessons in Creativity from Ideo, America's Leading Design Firm (Issue v. 10).* Currency/Doubleday.

- Brown, T. (2019). *Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation.* HarperCollins.

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

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

RIT | Croatia

General Information

Course title:	Web & Mobile II
Course leader:	Branko Mihaljević
Study programme:	New Media Design
Course status:	Obligatory
Year:	Fourth
Number of ECTS credits:	6
Teaching hours (L+S+E):	45 (2+0+1)

Course Description

Course objectives:

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

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

Conditions for enrolment in the course:

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

Expected learning outcomes of the course:

A student will be able to:

LO1: Create dynamic and interactive web pages using client side programming such as JavaScript and the document object model

LO2: Use server side programming and databases to improve site performance, modularization, and separation of logic from data.

LO3: Use the HTTP protocol to properly submit, validate and process user input data

LO4: Create medium scale web sites combining information design, graphics, and markup languages.

LO5: Plan, design and document a web site as part of a team.

LO6: Integrate front-end, back-end and database in a medium scale full-stack development project.

Course content:

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

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

Teaching delivery methods:

- Lectures
- Exercises
- Independent work
- Multimedia and network

Comments:

Student obligations:

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

Monitoring student work:

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

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

Assessment and evaluation of student work

Components of evaluation:

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

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

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

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

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

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

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

RIT | Croatia

General Information

Course title:	COS-ENVS-151- Scientific Inquiries in Environmental Science
Course leader:	Staša Puškarić
Study programme:	NMD
Course status:	Obligatory
Year:	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

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
Total:	**100**

Constructive alignment table:

	As 1	As 2	Att	Part		ECTS	Points
ECTS	1.5	2.5	1	1	6		
Points	25	25	25	25	100		
LO1	0.5			0.2		0.7	11
LO2	0.5	0.6	0.5	0.2		1.8	32
LO3	0.5	0.6	0.5	0.2		1.8	32
LO4		0.6		0.2		0.8	13
LO5		0.7		0.2		0.9	12

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

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

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

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

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

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

Materials available at RIT online library The Wallace Center.

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

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