

**RIT CROATIA PROGRAM OUTLINE**

**PROGRAM TITLE: BACHELOR OF SCIENCE (B.S.) IN WEB & MOBILE COMPUTING –  
DUBROVNIK**

**TYPE OF PROGRAM:** Undergraduate professional program

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

**TOTAL NUMBER OF ECTS:** 240

**SCIENTIFIC AREA:** Technical Sciences

**SCIENTIFIC FIELD:** Computing

**EFFECTIVE FOR:** Students enrolled starting from AY 2024/25

## 1. ENROLLMENT CRITERIA

Enrollment in the study program can be offered to candidates who have completed an appropriate secondary education program lasting at least four years and have passed the Croatian state exam. A person who has completed a relevant short vocational program may enroll in a professional undergraduate study. A person who completed an appropriate secondary education program lasting at least four years in the Republic of Croatia before 2010, without having passed the state exam, or a person who has completed 12 years of equivalent education abroad, may enroll in a university or professional undergraduate study,, in accordance with the conditions prescribed by the general act of the higher education institution.

For candidates who are required to take the state exam, a B level in mathematics and English is required. In addition, candidates must pass additional assessments:

- Essay
- Motivational interview

Scoring:

### Mandatory part of the state exam

Subject	Level	Weighting
Croatian	B	0%
Mathematics	B	25%
English	B	35%

### Additional assessments of specific knowledge, skills, and abilities

Assessment	Mandatory	Weighting
Motivational essay	YES	10%
Motivational interview	YES	30%

Candidates who completed secondary education in the Republic of Croatia before 2010 apply through the website [www.croatia.rit.edu](http://www.croatia.rit.edu), submit copies of their high school certificates and final diploma, and undergo additional assessments: motivational interview, essay,

Transfer students from other higher education institutions also apply through the website [www.croatia.rit.edu](http://www.croatia.rit.edu), submit their high school diploma and transcripts from their previously

enrolled study program. They also undergo additional assessments: motivational interview, and essay.

Candidates who completed secondary education outside the Republic of Croatia must go through the process of recognition of foreign educational qualifications as part of the central application procedure.

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

An undergraduate student must maintain a cumulative and term Grade Point Average (GPA) of 2.00 or above at RIT Croatia in order to remain in good academic standing. RIT Croatia has set standards to help students maintain satisfactory academic performance, and serve to identify, warn, and provide timely intervention to students experiencing academic difficulty.

All probation and academic suspension actions are taken at the end of the fall, spring and summer terms. Students who attempt fewer than 9 credits in a term, and earn a term GPA less than a 2.0, but whose cumulative GPA is 2.0 or higher may be subject to academic action at the discretion of the college.

Probation refers to the academic action taken when a student is not in good academic standing. A student placed on probation is expected to sufficiently raise their GPA so as to return to good academic standing in the succeeding term. Students placed on probation will be required to complete an academic success plan. Without consultation with their advisor and written permission from the dean of the college, students on probation may enroll in no more than 16 credits. In some circumstances, a student will also be required to satisfy specific conditions required by the home program. Failure to meet the terms of probation may result in suspension. A student can be placed on probation no more than two terms during a given undergraduate degree level (i.e. bachelor) at RIT Croatia. Students who have had two academic probations and do not meet the criteria for good academic standing will be placed on academic suspension.

Academic Suspension refers to the academic action taken when a student is not permitted to enroll in courses at RIT Croatia for minimum of one term. Students who qualify for academic suspension at the end of a spring term will be placed on academic suspension for the following summer and fall terms. An appeal form can be used by a student to appeal an academic suspension decision.

Deferred Suspension refers to the academic action taken when a student appeals academic suspension and the appeal is granted. Students placed on deferred suspension will have one term to return to good academic standing and will be required to complete an academic success plan with their home program. A student on deferred suspension, enrolled in summer term, and taking 12 or more credits will be subject to this academic action policy and subsequent academic success plan.

Academic Success Plan is an agreement between a student and the student's academic program designed to facilitate success in the program. Students should consult with their academic program to determine the appropriate number of credits per term. Policy statements

- i. Any degree-seeking undergraduate student whose term or cumulative grade point average falls below a 2.00 (C average) will be placed on probation.
- ii. Students placed on probation may enroll in no more than 16 credits during the probation period and are required to complete an academic success plan with their home/primary program. Students in consultation with their faculty and/or professional academic advisor may appeal to the dean of the college for permission to take more than 16 credits while on probation.
- iii. A student can be placed on probation no more than two terms during a given undergraduate degree level (i.e. bachelor) at RIT Croatia. Students who have had two academic probations and do not meet the criteria for good academic standing will be placed on academic suspension.
- iv. Any student who has been placed on probation after having been removed from probation will be granted one term to be removed from probation before academic suspension from RIT Croatia.
- v. Any student whose term grade point average falls below 1.00 is not eligible for probation and will be placed on academic suspension through the upcoming fall or spring term, at the minimum.
- vi. Students who have been readmitted to RIT Croatia after an academic suspension will have up to two terms to return to good academic standing, and their status will be "pending action." Students who fail to return to good academic standing in two terms will be placed on academic suspension.
- vii. A student on academic suspension cannot enroll in any credit or non-credit course at RIT Croatia while on academic suspension.
- viii. Students on academic suspension may appeal an academic suspension decision to the Ombudsperson. If the appeal is granted, the student will be placed on deferred suspension for one term.
- ix. Decisions regarding deferred suspension require dean (or designee) approval. For programs housed outside the college structure, the approval of the academic unit in which the enrollment is requested is required.
- x. Students placed on deferred suspension will have one term to return to good academic standing and will be required to complete an academic success plan with their home department.
- xi. Academic suspension refers to the academic action taken when a student is not permitted to enroll in courses at RIT for a minimum of one term. A student on academic suspension will be excluded from classes, university housing, and all other university activities during the period of academic suspension.

xii. Students on academic suspension may be required to satisfy specific academic requirements imposed by the home program in order to be considered for readmission to their program.

xiii. Students on academic suspension may be admitted to another program if it is approved by the dean (or designee) of the college in which enrollment is requested. Such students will be placed on deferred suspension and required to complete an academic success plan with the new program. For programs housed outside the college structure, the approval of the academic program in which the enrollment is requested is required.

xiv. Readmitted students will be required to complete an academic success plan and will have up to two terms to return to good academic standing. After two terms, students who do not maintain both cumulative and term GPA of 2.0 or above will be placed on academic suspension.

### 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 126 credits for the US degree and 240 ECTS for the Croatian degree
- Satisfactory completion and grade for the required co-ops in duration of 800 working hours
- No outstanding library dues
- Full payment or satisfactory adjustment of all financial obligations

#### Graduation with Honors

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

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

## 5. DEGREES UPON COMPLETION OF THE STUDIES

RIT Croatia is the only educational institution in Croatia granting two degrees: an American degree from RIT and a Croatian degree from RIT Croatia.

Upon successful completion of the four-year program in Web and Mobile Computing students receive a Bachelor of Science (B.S.) degree in Web and Mobile Computing. 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 IT program will receive the degree title of prvostupnik/prvostupnica (baccalaureus/baccalaurea) inženjer/inženjerka informacijskih tehnologija.

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

## 7. PROGRAM LEARNING OUTCOMES

WMC1	Analyze user, software and hardware requirements in the selection, development, integration, evaluation, and administration of information systems
WMC2	Design a computer-based solution for solving problems using mathematical and information technology principles and practices
WMC3	Apply software design principles and patterns to design and implement software solutions
WMC4	Create a web-based solution applying software design and development principles, patterns and practices
WMC5	Create a mobile application using software design and development principles, patterns and practices
WMC6	Build a solution using contemporary software development methodologies, frameworks, libraries and tools
WMC7	Apply tools and methods to design, model, create, manage and use a database
WMC8	Design user interface and user experience for software solutions based on contemporary principles and practices
WMC9	Apply methods and techniques to design, build and manage a computer network system using requisite hardware and software
WMC10	Apply IT project management techniques to achieve specific project objectives including scope, quality, time, and cost
WMC11	Make decisions in computing practices based on professional, legal, ethical, social, and security principles
WMC12	Collaborate effectively as a team member or leader in various IT projects
WMC13	Communicate field-specific information in written and oral form using a standard English variety.
WMC14	Critically evaluate text and other media in a specific field.
WMC15	Reevaluate existing principles and practices in a specific field.
WMC16	Manage one's professional development and engage in lifelong learning activities pertaining to the field.
WMC17	Apply scientific principles in solving contemporary issues in a specific field.

## 8. LIST OF COURSES

Course No.	Course Name	Credits	ECTS
<b>YEAR 1</b>			
GCIS-123	Software Development and Problem Solving I	4	6
ISTE-140	Web and Mobile I	3	6
ISTE-144	Design for Developers	3	6
MATH-131	Discrete Mathematics	4	5
UWRT-100	Critical Reading and Writing	3	5
YOPS-010	RIT 365: RIT Connections	0	0

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<b>YEAR 2</b>			
NSSA-290	Networking Essentials for Developers	3	5
ISTE-222	Applied Data Structures and Algorithms	3	6
ISTE-260	Designing the User Experience	3	5
SOCI-102	Foundation of Sociology	3	5
ISTE-099	Second Year Seminar	0	0

### CHOOSE 1 LANGUAGE COURSE BELOW:

MLFR-201	Beginning French I	4	5
MLGR-201	Beginning German I	4	5
MLIT-201	Beginning Italian I	4	5
MLSP-201	Beginning Spanish I	4	5

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<b>YEAR 3</b>			
ISTE-422	Application Development Practices	3	6
ISTE-341	Server Programming	3	6
ENGL-210	Literature and Cultural Studies	3	5
FREE	Free Elective (Choose any course)	3	5

### CHOOSE 1 IMMERSION COURSE BELOW:

#### Language Immersion:

MLFR-301	Intermediate French I	3	4
MLGR-301	Intermediate German I	3	4
MLSP-301	Intermediate Spanish I	3	4

#### Cultural Anthropology Immersion:

ANTH-XXX	Anthropology Immersion Course*	3	5
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<b>YEAR 4</b>			
ISTE-454	Concentration Mobile 1: Mobile Application Development I	3	6
ISTE-500	Senior Development Project I	3	6
ANTH-XXX	Anthropology Immersion Course*	3	5
ENVS-151	Scientific Inquiries in Environmental Science	4	5
FREE*	Free Elective (Choose any course)	3	5

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WMC Concentrations (need both for graduation):

#### Mobile Application Development

ISTE-454	Mobile Application Development I	3	6
ISTE-456	Mobile Application Development II	3	6

#### Web Application Development

ISTE-442	Secure Web Application Development	3	6
ISTE-444	Web Server Development And Administration	3	6

List of Anthropology Immersion Courses: <https://www.rit.edu/study/cultural-anthropology-immersion>

Course No.	Course Name	Credits	ECTS
<b>YEAR 1</b>			
GCIS-124	Software Development and Problem Solving II	4	6
ISTE-240	Web and Mobile II	3	6
ISTE-230	Introduction to Database and Data Modeling	3	6
MATH-161	Applied Calculus	4	5
UWRT-150	Writing Seminar	3	5

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<b>YEAR 2</b>			
ISTE-340	Client Programming	3	6
ISTE-252	Foundation of Mobile Design	3	5
SWEN-383	Software Design Principles and Patterns	3	6
ISTE-330	Database Connectivity and Access	3	6

### CHOOSE 1 LANGUAGE COURSE BELOW:

MLFR-202	Beginning French II	4	5
MLGR-202	Beginning German II	4	5
MLIT-202	Beginning Italian II	4	5
MLSP-202	Beginning Spanish II	4	5
ISTE-499	COOP 1	0	12

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<b>YEAR 3</b>			
ISTE-442	Concentration Web 1: Secure Web Application Development	3	6
ISTE-444	Concentration Web 2: Web Server Development And Administration	3	6
ENVS-150	Ecology of Dalmatian Coast	4	5
PHIL-202	Foundations of Moral Philosophy	3	5

### CHOOSE 1 IMMERSION COURSE BELOW:

#### Language Immersion:

MLFR-302	Intermediate French II	3	4
MLGR-302	Intermediate German II	3	4
MLSP-302	Intermediate Spanish II	3	4

#### Cultural Anthropology Immersion:

ANTH-XXX	Anthropology Immersion Course*	3	5
ISTE-499	COOP	0	12

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<b>YEAR 4</b>			
ISTE-456	Concentration Mobile2: Mobile Application Development II	3	6
ISTE-501	Senior Development Project II	3	6
PHIL-449	Topics in Philosophy	3	5
FREE	Free Elective (Choose any course)	3	5
FREE*	Free Elective (Choose any course)	3	5

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**YEAR 1-4 – COURSES  
DESCRIPTIONS**

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

None.

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Use basic programming language constructs in developing a solution

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

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

**Course content:**

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

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**Teaching delivery methods:**

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

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**Student obligations:**

- Attending classes
- Submitting assignments
- Participate in discussions

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**Monitoring student work:**

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

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

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### Assessment and evaluation of student work

#### Components of evaluation:

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

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#### Required reading:

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

- Hunt, A., Thomas, D. (2000). The Pragmatic programmer: from journeyman to master. Boston [etc.]: Addison-Wesley. ISBN: 020161622X 9780201616224
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#### Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

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

## General Information

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

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

None/prerequisite

## Expected learning outcomes of the course:

A student will be able to:

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

Course topics include:

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

- Lectures
- Exercises
- Independent work

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**Student obligations:**

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

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**Monitoring student work:**

Activity	ECTS
Homework assignments	0.6
Quizzes	0.6
Project 1	0.6
Project 2	0.9
Project 3	0.9
Midterm Exam Theory	0.6
Midterm Exam Practical	0.6
Final Exam Theory	0.6
Final Exam Practical	0.6
<b>Total</b>	<b>6</b>

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

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

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

Final Exam Theory	10
Final Exam Practical	10
<b>Total:</b>	<b>100</b>

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**Required reading:**

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

or

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

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**Additional reading:**

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

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

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## Course content:

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

Following topics will be covered:

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

- Classification + Pairing
- Hierarchy
- Layout
- Presentation

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## Teaching delivery methods:

- Lectures
- Exercises
- In-class Labs

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## Comments:

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## Student obligations:

- Attending classes
- Submitting assignments and projects

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## Monitoring student work:

Activity	ECTS
Projects	2.4
Exercises	1.5
In-class Labs	1.2
Discussions	0.9
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Projects	40%

Exercises	25%
In-class Labs	20%
Discussions	15%
<b>Total:</b>	<b>100</b>

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

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

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

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

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

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### Course content:

- Number Systems
- Sets
- Logic

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

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### Teaching delivery methods:

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

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### Student obligations:

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

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### Monitoring student work:

Activity	ECTS
Assignment 1	1.25
Assignment 2	1.25
Assignment 3	1.5
In Class Quizz	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
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Assignment 1	25
Assignment 2	25
Assignment 3	30
In Class Quiz	20
<b>Total:</b>	<b>100</b>

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**Required reading:**

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

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**Additional reading:**

- None

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

None/prerequisite

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Evaluate peer work.

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

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

### Course content:

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

---

### Teaching delivery methods:

- Lectures
- Seminars
- Workshops
- Exercises
  
- Independent work

---

### Student obligations:

- Attending classes
- Submitting assignments
- Completing exams and quizzes
- Participating in discussions
  
- Attending peer review and individual conference meetings

---

**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Descriptive essay	0.5
Language quiz	0.5
Fallacies quiz	0.5
Reading assessment 1	0.5
Reading assessment 2	0.5
Peer review 1	0.25
Peer review 2	0.25
Critical response draft	0.75
Critical response essay f	0.75
Final reflection	0.5
<b>Total</b>	<b>5</b>

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

## Assessment and evaluation of student work

Components of evaluation:

Component	Points
1. Language quiz	10
2. Fallacies quiz	10
3. Descriptive essay	10
4. Reading analysis I	10
5. Reading analysis II	10
6. Critical response essay draft	15
7. Peer review I	5
8. Critical response essay final	15
9. Peer Review II	5
10. Final reflection	10
<b>Total:</b>	<b>100</b>

Required texts:

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

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

Suggested texts:

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

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

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

guide to thinking, writing, and researching. Wadsworth.

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

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

## Course content:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

- Attending classes
- Submitting assignments
- Participate in discussions

---

## Monitoring student work:

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



## General Information

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

## Course Description

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### 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:

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

### Expected learning outcomes of the course:

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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:**

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**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

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**Monitoring student work:**

Activity	ECTS
Group project	2
Individual project	2
Lab exercises	1
Final exam	1
<b>Total</b>	<b>6</b>

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

---

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

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

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

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

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

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

None, intended for 2nd year WMC students

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Design a new data model based on entities in an information system
- CLO2:** Create relationships between database tables (1:1, 1:N, M:N)
- CLO3:** Examine the data model with first, second, third or Boyce-Codd normal form
- CLO4:** Develop a SQL query that fetches, saves, updates or delete rows from a database

**CLO5:** Formulate SQL query in a way to use transactions

---

**Course content:**

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

### Teaching delivery methods:

- Lectures
  - Guest Lectures
  - Demonstration of practical assignments
- 

### Student obligations:

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

### Monitoring student work:

Activity	ECTS
Homeworks	2.4
Midterm Exam	1.8
Final Exam	1.8
<b>Total</b>	<b>6</b>

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

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Homeworks	40
Midterm Exam	30
Final Exam	30
<b>Total:</b>	<b>100</b>

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### Required reading:

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

Additional reading:

- Fehily, Chris, *SQL Visual QuickStart Guide* (3<sup>rd</sup> Edition), Peachpit Press, Berkeley CA, 2008.  
ISBN-13: 978-0321553577
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Methods for quality monitoring that ensure the acquisition of knowledge, skills and competencies:

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

None

## Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

### (1) DERIVATIVES

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

### (2) APPLICATIONS OF THE DERIVATIVE

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

### (3) INTEGRATION

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

### (4) APPLICATIONS OF THE INTEGRAL

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

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

### Teaching delivery methods:

- Lectures
  - Exercises
  - Remote learning
  - Independent work
- 

### Student obligations:

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

### Monitoring student work:

Activity	ECTS
Exam I	1.25
Exam II	1.25
Exam III	1.50
Quizzes/ Continuous work/ Participation	1
<b>Total</b>	<b>5</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points %</b>
Exam I	25
Exam II	25
Exam III	30
Quizzes/ Continuous work/ Participation	20
<b>Total</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	WRITING SEMINAR (UWRT 150)
Course leader:	Rebecca Charry Roje
Study programme:	Web and Mobile Computing
Course status:	Obligatory
Year:	First
ECTS points:	5
Teaching hours:	45 (3+0+0)

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

UWRT100 Critical Reading and Writing

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Criticize peer work

**CLO3:** Produce a research project in written and oral form

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

**Monitoring student work:**

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

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

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**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.

Suggested texts:

- Axelrod, R. B., & Cooper, C. R. (2010). St. Martin's guide to writing. Bedford/St. Martin's.
- McWhorter, K. T. (2012). Successful college writing. Skills. Strategies. Learning Styles. Bedford/St. Martin's.

- Turabian, K. L. (2013). A manual for writers of research papers, theses, and dissertations. The University of Chicago Press.
- Other recommended resources: <http://www.grammarly.com/>;
- <https://owl.english.purdue.edu/owl/>

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

### Conditions for enrolment in the course:

ISTE-121 or GCIS-124 or equivalent course

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

Course topics include:

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

### Teaching delivery methods:

- Lectures
- Exercises
- Independent work

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity	ECTS
Exercises	3.6
Midterm Exam Theory	0.6
Midterm Exam Practical	0.6
Final Exam Theory	0.6
Final Exam Practical	0.6
<b>Total</b>	<b>6</b>

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

---

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

Component	Points/%
Exercises	60
Midterm Exam Theory	10
Midterm Exam Practical	10
Final Exam Theory	10
Final Exam Practical	10
<b>Total:</b>	<b>100</b>

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**Required reading:**

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

or

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

None, intended for 2nd year WMC students

### Expected learning outcomes of the course:

A student will be able to:

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

---

**Course content:**

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

---

**Teaching delivery methods:**

- Lectures
- Guest Lectures
- Demonstration of practical assignments

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity	ECTS
Individual Project	2
Final Presentation	0.5
Assignments	2
Video	0.5
<b>Total</b>	<b>5</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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

---

### Course objectives:

- Develop critical awareness of the interactions among society, culture, science, and technology
- Foster understanding and appreciation of diverse social and cultural perspectives
- Foster understanding of local, national, international, and global forms of citizenship and community
- Develop critical awareness of interactions between society and the environment
- Foster development of the ability to reason critically and creatively

---

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Compare main theoretical perspectives in sociology (tenets, research methods, studies conducted) and their implications in understanding individual development, cultural and social contexts and issues
- CLO2:** Synthesize data from various theoretical perspectives and research studies in interpretation of social phenomena
- CLO3:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding current social issues in written format (discussion papers), and in competitive debates (in keeping with the academic standards)

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### Course content:

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

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### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Exam 1	1
Exam 2	1

Research paper	1
Presentation	0.5
Discussions (5)	0.5
Discussion papers	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

- Excerpts from classics in sociology, as well as contemporary scholarly articles, available on myCourses.

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

- Student survey

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

## General Information

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

## Course Description

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

---

### Course objectives:

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

#### Network Communications

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

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

---

## Conditions for enrolment in the course:

ISTE-121

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## Expected learning outcomes of the course:

A student will be able to:

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

---

## Course content:

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

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**Teaching delivery methods:**

- Lectures
- Exercises
- Independent work
- Mentoring
- Critiques

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity	ECTS
Midterm Exam	1.25
Final Exam	1.25
Quizzes	1
Homework #1	0.75
Homework #2	0.75
<b>Total</b>	<b>5</b>

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

---

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

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

Required reading:

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

Additional reading:

- 
- 

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

**CLO2:** Select appropriate grammar and vocabulary at beginner level.

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

**CLO4:** Differentiate some aspects of 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.

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#### Additional reading:

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

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

- Student survey

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

Final Oral Examination 0.5

Homework 0.5

**Total 5**

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

N/A

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

### Additional Course Material (Subject to Change) :

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

## Course content:

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

---

## Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Project 1	1.8
Project 2	1.8
Midterm Exam	1.2
Final Exam	1.20
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Project 1	30
Project 2	30
Midterm Exam	20
Final Exam	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

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

### Additional reading:

- Freeman, E., Robson, E., & Safari, an O'Reilly Media Company. (2020). *Head first design patterns* (2nd ed.). O'Reilly Media, Inc.
  - Sarcar, V., & SpringerLink (Online service). (2022). *Java design patterns: A hands-on experience with real-world examples* (3rd ed.). Apress.
- 

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

---

## Course content:

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

---

## Teaching delivery methods:

- Lectures
- Independent work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Assignment 1	1.5
Assignment 2	0.9
Assignment 3	0.9
Midterm Exam	1.5
Final Exam	1.20
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Assignment 2	15
Assignment 3	15
Midterm Exam	25
Final Exam	20
<b>Total:</b>	<b>100</b>

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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

---

### Course objectives:

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

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

---

### Conditions for enrolment in the course:

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

## Expected learning outcomes of the course:

A student will be able to:

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

---

## Course content:

Course topics include:

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Exercises	0.9
Midterm Exam Theory	0.9
Midterm Exam Practical	1.2
Participation	0.3
Final Project	1.8
Final Exam	0.9
<b>Total</b>	<b>6</b>

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

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

<b>Component</b>	<b>Points/%</b>
Exercises	15
Midterm Exam Theory	15
Midterm Exam Practical	20
Participation	5
Final Project	30
Final Exam	15
<b>Total:</b>	<b>100</b>

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**Required reading:**

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

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**Additional reading:**

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

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

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

### Conditions for enrolment in the course:

None, intended for 2nd year WMC students

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Organize development environment for development of mobile applications
- CLO2:** Develop an application that reads data from a JSON file
- CLO3:** Create an application that implements navigations among mobile application screens
- CLO4:** Connect a mobile application with an external REST API interface
- CLO5:** Reorganize a mobile application to be able to use external libraries
- CLO6:** Suggest development error fixes by using available debug tools

## Course content:

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

---

## Teaching delivery methods:

- Lectures
- Guest Lectures
- Demonstration of practical assignments

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Assignments	1.25
Midterm Exam	0.75
Final Exam	1.25
Individual Project	1.75
<b>Total</b>	<b>5</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Spanish I

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Combine more complex vocabulary to improve communication skills

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

### Course content:

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

Total 5

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning German I

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Combine more complex vocabulary to improve communication skills

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

Total 5

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

---

### Assessment and evaluation of student work

#### Components of evaluation:

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

---

#### Required reading:

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

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#### Additional reading:

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

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Combine more complex vocabulary to improve communication skills

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

Total 5

Teaching time has been incorporated in time for assignments.

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

---

### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning French I

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Combine more complex vocabulary to improve communication skills

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

Total 5

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

---

### Assessment and evaluation of student work

#### Components of evaluation:

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

---

#### Required reading:

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

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

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

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

Minimum 55 (110 ECTS) credits obtained

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### Expected learning outcomes of the course:

A student will be able to:

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

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**Course content:**

## Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

## Field work

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**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

---

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

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

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
- 

Additional reading:

- ...
- 

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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

## Course content:

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

---

## Teaching delivery methods:

- Lectures
- Independent work
- Project work
- Lab assignments

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## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Labs	1.2
Project 1	0.8
Project 2	0.8
Project 3	0.8
Week 5 Exam	1.2
Final Exam	1.2
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Labs	20.00
Project 1	13.33
Project 2	13.33
Project 3	13.33
Week 5 Exam	20.00
Final Exam	20.00
<b>Total:</b>	<b>100</b>

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

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

### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

- Development Methodologies

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

---

## Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

## Student obligations:

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

---

## Monitoring student work:

Activity	ECTS
Exercises	1.80
Milestone 1	1.00
Milestone 2	1.00
Milestone 3	1.00
Quiz 1	0.40
Quiz 2	0.40
Quiz 3	0.40
<b>Total</b>	<b>6</b>

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

---

## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exercises	30
Milestone 1	16.67
Milestone 2	16.67
Milestone 3	16.67
Quiz 1	6.67
Quiz 2	6.67
Quiz 3	6.67
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

Prerequisite: Writing Seminar UWRT150

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Analyse a variety of literary texts, cultural artefacts, and/or critical/analytical essays

**CLO2:** Connect literary and cultural artefacts to their social and cultural contexts

**CLO3:** Compose coherent literary analyses, creative essays, research papers, or multimedia presentations

---

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity

ECTS

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

5. Team presentation	0.75
6. Test on student stories	0.75
7. Creative essay	0.5
8. Student story responses	0.5
<b>Total:</b>	<b>5</b>

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

---

## Assessment and evaluation of student work

Components of evaluation:

Component	Points/%
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1. Poetry Responses (2 unannounced)	10
2. Poetry Test	15
3. Short story responses (2 unannounced)	10
4. Short Story test	15
5. Team presentation	15
6. Test on student stories	15
7. Creative essay	10
8. Student story responses (2 unannounced)	10
<b>Total:</b>	<b>100</b>

Required reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Spanish I and Beginning Spanish II

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### Expected learning outcomes of the course:

A student will be able to:

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

---

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning French I and Beginning French II

---

### Expected learning outcomes of the course:

A student will be able to:

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning German I and Beginning German II

---

### Expected learning outcomes of the course:

A student will be able to:

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

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

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

**CLO4:** Design a presentation on a topic of interest

**CLO5:** Differentiate grammar structures and vocabulary at intermediate level

---

### Course content:

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

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

---

### Teaching delivery methods:

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

---

### Student obligations:

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

---

### Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Completion of Beginning Italian I and Beginning Italian II

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### Expected learning outcomes of the course:

A student will be able to:

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

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## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Global Economy and Grassroots
Course leader:	Vanda Bazdan
Study programme:	HTM, WMC, GBM
Course status:	Elective/Immersion
Year:	Third and Fourth
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

---

### Conditions for enrolment in the course:

None

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain key vectors of economic globalization, discriminating between historical, ethnographic, and theoretical perspectives on globalization and economy
  - CLO2:** Analyse scholarly (anthropology, sociology, and economy) texts, poetry or prose, and popular texts commenting on global economy, politics, and grassroots activities
  - CLO3:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding current issues in written format and in competitive debates (in keeping with the academic standards)
- 

### Course content:

1. Outsourcing: Its Face Abroad
  - 1.1 Offshore Assembly Manufacture
  - 1.2 Free Trade Zones
2. Outsourcing: Impacts within the U.S.
3. Trade Liberalization: North American Free Trade Agreement
4. World Bank: infrastructural projects, dams and riparian systems
5. International Monetary Fund:
  - 5.1 Debt crisis: causes and examples (Mexico, Argentina, Jamaica)
  - 5.2 Structural Adjustment (prescriptions and consequences)
  - 5.3 Cross-conditionality
6. World Trade Organization: relevant rules and key rulings
  - 6.1 Environment: tariff escalation and natural resources, process and production methods
  - 6.2 Public Health: HIV/AIDS medications, baby formula and Gerber trademark in Guatemala, cigarette packaging
  - 6.3 Agriculture: competition through trade liberalization, patenting of life forms, genetically modified organisms, protection of agricultural subsidies, national emergency stores
7. Alterglobalization Movements
  - 7.1 Demonstrations in Seattle
  - 7.2 Anti-Sweatshop Activism
  - 7.3 Zapatista Movement in Mexico
  - 7.4 Confédération Paysanne and Via Campesina
  - 7.5 Global Social Forum
  - 7.6 Green Belt Movement
  - 7.7 Navdanya (India)

- 7.8 Recovered Factories movement in Argentina
- 7.9 Landless Workers' Movement in Brazil
- 7.10 Fair Trade
- 7.11 Slow Food Movement
- 7.12 Localist movements in the U.S.: community supported agriculture, farmers' markets, locavorism, alternative currencies

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### Teaching delivery methods:

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

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### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Discussions	2.4
Exam 1	1.35
Exam 2	1.25
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	27
Exam 2	25

Discussions (12x4)	48
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

Course title:	Secure Web App Development
Course leader:	Assoc. Prof. Martin Žagar, Ph.D. in C.S., EMBA
Study programme:	WMC
Course status:	Obligatory
Year:	Third
ECTS points:	6
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

Security principles

- ZAP
- Injections
- Security filters
- Hashing
- Encryption

Software and project development

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

Analysis

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

---

### Teaching delivery methods:

- Lectures
- Independent work
- Project work

---

### Student obligations:

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

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**Monitoring student work:**

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

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

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

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

Required reading:

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

Additional reading:

- Assigned readings
- 

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

**LO1:** Analyze environmental issues.

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

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

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

---

**Course content:**

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

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**Teaching delivery methods:**

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

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**Teaching delivery modes:**

- Lectures
- Class discussions
- Field Trips

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**Student obligations:**

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

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**Monitoring student work:**

Essay (Assignment 1) **ECTS 0.8**

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

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

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

Cover Page

Abstract

Introduction (including literature review and in-text citations)

Discussion

Reference list

Quiz (pop-up quiz) **ECTS 0.3**

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

Presentation **ECTS 0.7**

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

Participation **ECTS 0.7**

Final Exam **ECTS 1.5**

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

**Total 5**

Teaching time has been incorporated in time for assignments.

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Assignment 1	20
Assignment 2	15

Presentation	10
Quiz	10
Participation	15
Final Exam	30
<b>Total:</b>	<b>100</b>

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

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

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

- Papers selected from the primary literature (updated annually)

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

Materials available at RIT online library The Wallace Center.

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

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

---

### Teaching delivery methods:

- Lectures
- Seminars
- Independent work

- Discussions
- Multimedia

---

### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Discussions	1
Exam 1	1
Exam 2	1
Essay 1	1
Essay 2	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	20
Exam 2	20
Essay 1	20
Essay 2	20
Discussions	20
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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

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### Additional reading:

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

---

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

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

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### Additional reading:

- Funk, H., Kuhn, C., Demme, S., Winzer, B. (2009). *Studio d B1 Deutsch als Fremdsprache*, Cornelsen Verlag Berlin.
- Augustyn, P.; Euba, N. (2020). *Stationen, Ein Kursbuch für die Mittelstufe*. Fourth Edition, Cengage Learning.
- Langenscheidt Großwörterbuch Deutsch als Fremdsprache / PONS Großwörterbuch Deutsch als Fremdsprache or DWDS Website

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

- Student survey

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

### Additional course material:

Les 500 Exercices de phonétique A1/A2 – Hachette, 2009  
Les 500 Exercices de grammaire A2-Hachette, 2006  
Nouvelle grammaire du français: Cours de Civilisation Française de la Sorbonne – Y. Dellatour, D. Jennepin, M. Léon-Dufour, B. Teyssier, Hachette, 2004  
Grammaire essentielle du français niveaux A1 A2/B1 B2 - Glaud Ludivine, Lannier Muriel, Loiseau Yves, Didier, 2015  
Edito 2 (méthode de français et cahier d'activités) – Marie-Pierre Baylocq Sassoubre, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Erwan Dambrine, Cécile Pinson, Didier, 2016  
Génération B1 (méthode de français) – P.Dauda, L.Giachino, C. Baracco, Didier, 2016

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

- Student survey

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

**Course content:**

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

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

---

### Required reading:

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

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### Additional reading:

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

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### skills and competencies:

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

## General Information

Course title: Intermediate Italian II

Course leader: Zrinka Friganović Sain

Study programme: Web and Mobile Computing DU

Course status: Elective

Year: Third

ECTS points: 4

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

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

---

### Expected learning outcomes of the course:

A student will be able to:

1. Create formal and informal texts in written form to communicate effectively in formal and informal settings
2. Criticize different cultural aspects by formulating a standpoint on various topic
3. Design a presentation on personal or professional topics
4. Differentiate more complex grammar structures and vocabulary at intermediate level

---

### Course content:

- discussing different topics related to course materials applying all verb tenses

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

---

## Teaching delivery methods:

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

---

## Student obligations:

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

---

## Monitoring student work:

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

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

---

## Assessment and evaluation of student work

### Components of evaluation:

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

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### Required reading:

- • Pelizza, G. & Mezzadri, M. (2015). Un vero affare! Corso di italiano per gli affari. Bonacci editore. Torino.
- • Cherubini, N. (2015). L'italiano per gli affari: Corso comunicativo di lingua e cultura aziendale. Bonacci editore. Roma.
- • Cini, L. (2015). Strategie di scrittura: Quaderno di scrittura. Livello intermedio. Bonacci editore, Roma.
- • Italiano, F. & Marchegiani, I. (2007). Crescendo: An Intermediate Italian Program. Second edition. Thomson and Heinle. Boston. MA. United States.
- • Italiano, F. & Marchegiani, I. (2007). Crescendo: Workbook/Lab Manual and Audio CDs
- • Tognozzi, E. & Cavatorta, G. (2013). Ponti: italiano terzo millenio. 3rd edition. Heinle Cengage Learning. Boston. MA. United States.
- • Tognozzi, E. & Cavatorta, G. (2013). Ponti: italiano terzo millenio. Student Activities Manual. 3rd editon. Heinle Cengage Learning. Boston. MA. United States.
  
- Additional reading:
  - • Manella, C. (2010). Ecco! Grammatica Italiana. 12th edition. Progetto Lingua, Firenze.
  - • Manella, C. (2010). Dizionario dei verbi italiani. 12th edition. Progetto Lingua, Firenze.
  - • Guastalla, C. (2012). Giocare con la letteratura. Alma Edizioni, Firenze.
  - • Barki P. & Diadori P. (1999). Pro e contro 1/2: conversare e argomentare in italiano. Livello intermedio, libro dello studente. 2nd edition. Bonacci editore, Roma.
  - • Barki P. & Diadori P. (1999). Pro e contro 1/2: conversare e argomentare in italiano. Livello intermedio, guida per l'insegnante. 2nd edition. Bonacci editore, Roma.
  - • Anzivino F. & D'Angelo K. (2009). Ci vuole orecchio! 2/3, Ascolti autentici per sviluppare la comprensione orale, ALMA Edizioni, Firenze.

skills and competencies:

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

## General Information

Course title:	Social and Cultural Theory
Course leader:	Vanda Bazdan
Study programme:	HTM, WMC
Course status:	Elective/Immersion
Year:	Third and Fourth
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

This course explores influential classical and contemporary theories regarding society and culture. Students will assess the utility of different theories in addressing key enduring questions regarding human behaviour, the organization of society, the nature of culture, the relationship between the individual and society, social control and social conflict, social groups and social hierarchy, the operation of power, cultural and social change, and the interplay between the global and the local. Theories will be marshalled to shed light on contemporary social and cultural phenomena and problems such as crime, violence, exploitation, modernity, and globalization. Cross-listed with SOCI-301.

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### Course objectives:

- Reflect on the major questions concerning human societies and cultures raised and addressed by sociology and anthropology
- Reflect on influential theories in sociology and anthropology
- Apply influential sociological and anthropological theories to major contemporary social issues
- Understand the common roots, mutual influences, and key points of departure between sociological and anthropological theories.

---

### Conditions for enrolment in the course:

None

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Compare different sociological and anthropological theories (assess the common roots, mutual influences, and key points of departure between sociological and anthropological theories), and qualitative and quantitative methods in the study of social and cultural phenomena
- CLO2:** Debate social phenomena through application and re-evaluation of key sociological and anthropological theories
- CLO3:** Compose analytical essays (ability to summarize and assess arguments, proper word choice, structure sentences, and apply grammar and mechanics in keeping with academic standards assumed)
- CLO4:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding current social issues in written format (discussion papers), and in competitive debates (in keeping with the academic standards)

---

### Course content:

1. What is culture?
2. What is society?
3. What accounts for cultural and social differences?
4. What are the different ways in which humans learn culture?
5. How are societies organized?
6. How is culture organized?
7. How do societies maintain order, resolve conflict, and yet sometimes perpetuate conflict and inflict violence?
8. How do prevailing economic arrangements of production and distribution affect society and vice-versa?
9. To what extent do society and culture influence the self?
10. If human decisions are influenced by social structure and culture, how much agency do individuals have?
11. If human decisions are influenced by social structure and culture, how does cultural change occur?
12. How does culture reinforce social hierarchies?
13. How have political and economic forces (such as trade, colonialism, capitalism, and globalization) shaped and been shaped by local cultures?
14. Is the nature of culture fundamentally transformed under late capitalism?

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**Teaching delivery methods:**

- Lectures
- Seminars
- Independent work
- Discussions
- Multimedia

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity	ECTS
Discussions	1.8
Exam 1	1.2
Exam 2	1
Essay	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

---

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

Component	Points/%
Exam 1	24
Exam 2	20
Essay	20
Discussions (12x4)	36
<b>Total:</b>	<b>100</b>

### Required reading:

- Selected chapters and excerpts from the listed readings (list is not exclusive):  
Tucker, R. C., ed., (1978). *The Marx/Engels Reader*. W.W. Norton&Company.  
Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. University of California Press.  
Weber, M.(2002). *The Protestant Ethic and the Spirit of Capitalism*. Penguin Classics.  
Mills, C. W. (2000). *The Sociological Imagination*. Oxford University Press.  
Mills, C. W. (2000). *The Power Elite*. Oxford University Press.  
Durkheim, É. (2014). *The Division of Labor in Society*. Free Press.  
Durkheim, É. (1997). *Suicide*. Free Press.  
Durkheim, É. (2008). *The Elementary Forms of Religious Life*. Oxford University Press.  
Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge University Press.  
Foucault, M. and Rabinow, P. eds.(1984). *The Foucault Reader*. Pantheon.  
Boas, F. (2018). *Race, Language, and Culture*. Reading Essentials.  
Malinowski, B. (2014). *Magic, Science, and Religion and Other Essays*. McCormick Press.  
Geertz, C. (2017). *The Interpretation of Cultures*. Basic Books.  
Lemert, C., and Branaman, A. eds. (1997). *The Goffman Reader*. Wiley-Blackwell.  
Wolf, E.R. (2010). *Europe and the People without History*. University of California Press.  
Clifford, J. (1988). *The Predicament of Culture*. Harvard University Press.  
Giddens, A. (1986). *The Constitution of Society*. University of California Press.  
Giddens, A. (1973). *Capitalism and Modern Social Theory*. Cambridge University Press  
Said, E. M. (1979). *Orientalism*. Vintage.  
Marcuse, H. (1991). *One-Dimensional Man*. Beacon Press.  
Harvey, D. (1991). *The Condition of Postmodernity*. Wiley-Blackwell.  
Mead, G. H. (2015). *Mind, Self and Society*: University of Chicago Press.  
Merton, R. (2017). *Social Theory and Social Structure*. Rawat.  
Berger, P. and Luckmann, T. (1967). *The Social Construction of Reality*. Anchor.

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

Completed WMC cooperative education 1.

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### Expected learning outcomes of the course:

A student will be able to:

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

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**Course content:**

## Co-op documentation

- Registration & offer letter
- Reports
- Evaluations

## Field work

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**Teaching delivery methods:**

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

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**Student obligations:**

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

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**Monitoring student work:**

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

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

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

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

Required reading:

- RIT Croatia cooperative education handbook and cooperative education bylaw
- 

Additional reading:

- ...
- 

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

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

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**Course content:**

Mobile Hardware

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

Mobile User Interaction Patterns

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

Programming

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

Interface Conventions

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

Media

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

Data Acquisition

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

Data Storage

- 1.1.23 User Defaults
- 1.1.24 Plists

Additional Device Sensors and Capabilities

- 1.1.25 Location Awareness

---

**Teaching delivery methods:**

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

---

**Student obligations:**

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

---

**Monitoring student work:**

Activity	ECTS
Homework	1.2
Mini Project	1.5
Final Project	2.1
Final Practical	1.2
<b>Total</b>	<b>6</b>

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

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

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

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

- Not required
- 

**Additional reading:**

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

### Project guidelines

- Project expectations
- Team assignments

### Team and communication dynamics

- Team formation
- Group dynamics
- Ethics

### Requirements elicitation: methods and processes

- Requirements development
- Requirements tracking

### Software project management

- Project charters
- Project methodologies
- Project strategies

### Project plan development

- Work Breakdown Structure and tasks

### System architecture and design

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

### Time and cost estimation

- Time estimation methods
- Scheduling tools

### Risk management

- Typical project failures
- Scope management
- Change management

### Project management documentation and presentation

- Documentation types

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

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### Teaching delivery methods:

- Lectures
- Independent work
- Project work

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### Student obligations:

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

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### Monitoring student work:

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

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

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### Assessment and evaluation of student work

#### Components of evaluation:

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

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

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### Required reading:

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

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### Additional reading:

- Assigned readings

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

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

## General Information

Course title:	Global Economy and Grassroots
Course leader:	Vanda Bazdan
Study programme:	HTM, WMC, GBM
Course status:	Elective/Immersion
Year:	Third and Fourth
ECTS points:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

None

### Expected learning outcomes of the course:

A student will be able to:

- CLO1:** Explain key vectors of economic globalization, discriminating between historical, ethnographic, and theoretical perspectives on globalization and economy
  - CLO2:** Analyse scholarly (anthropology, sociology, and economy) texts, poetry or prose, and popular texts commenting on global economy, politics, and grassroots activities
  - CLO3:** Compose arguments, and anticipate and assess counterarguments, to support and defend their attitudes regarding current issues in written format and in competitive debates (in keeping with the academic standards)
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### Course content:

1. Outsourcing: Its Face Abroad
  - 1.1 Offshore Assembly Manufacture
  - 1.2 Free Trade Zones
2. Outsourcing: Impacts within the U.S.
3. Trade Liberalization: North American Free Trade Agreement
4. World Bank: infrastructural projects, dams and riparian systems
5. International Monetary Fund:
  - 5.1 Debt crisis: causes and examples (Mexico, Argentina, Jamaica)
  - 5.2 Structural Adjustment (prescriptions and consequences)
  - 5.3 Cross-conditionality
6. World Trade Organization: relevant rules and key rulings
  - 6.1 Environment: tariff escalation and natural resources, process and production methods
  - 6.2 Public Health: HIV/AIDS medications, baby formula and Gerber trademark in Guatemala, cigarette packaging
  - 6.3 Agriculture: competition through trade liberalization, patenting of life forms, genetically modified organisms, protection of agricultural subsidies, national emergency stores
7. Alterglobalization Movements
  - 7.1 Demonstrations in Seattle
  - 7.2 Anti-Sweatshop Activism
  - 7.3 Zapatista Movement in Mexico
  - 7.4 Confédération Paysanne and Via Campesina
  - 7.5 Global Social Forum
  - 7.6 Green Belt Movement
  - 7.7 Navdanya (India)

- 7.8 Recovered Factories movement in Argentina
  - 7.9 Landless Workers' Movement in Brazil
  - 7.10 Fair Trade
  - 7.11 Slow Food Movement
  - 7.12 Localist movements in the U.S.: community supported agriculture, farmers' markets, locavorism, alternative currencies
- 

### Teaching delivery methods:

- Lectures
  - Seminars
  - Independent work
  - Discussions
  - Multimedia
- 

### Student obligations:

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

### Monitoring student work:

Activity	ECTS
Discussions	2.4
Exam 1	1.35
Exam 2	1.25
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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### Assessment and evaluation of student work

#### Components of evaluation:

Component	Points/%
Exam 1	27
Exam 2	25

Discussions (12x4)	48
<b>Total:</b>	<b>100</b>

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### Required reading:

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

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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

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### 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.

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### Conditions for enrolment in the course:

Prerequisite ENVS 150

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### Expected learning outcomes of the course:

A student will be able to:

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

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

**LO4:** Compose a scientific manuscript

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

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## 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.

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## Teaching delivery methods:

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

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## Student obligations:

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

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## Monitoring student work:

Activity	ECTS
<b>Assignment 1</b>	<b>1.25</b>
<b>Assignment 2</b>	<b>1.25</b>
<b>Participation and discussion</b>	<b>2.50</b>
<b>Total</b>	<b>5</b>

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Assignment 1	25
Assignment 2	25
Participation and discussion	50
<b>Total:</b>	<b>100</b>

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

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

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

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

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

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

Materials available at RIT online library The Wallace Center.

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

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

## General Information

Course leader:	Francis Brassard
Course title:	East Asian Philosophy
Study programme:	GBM-IB/HTM/WMC
Course status:	Elective
Year:	Fourth
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

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

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### Course objectives:

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

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**Conditions for enrolment in the course:**

None

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**Expected learning outcomes of the course:**

A student will be able to:

- **LO1:** Investigate the significance of the basic terms and concepts of the philosophical and religious traditions of East Asia.
- **LO2:** Discuss the various issues related to the philosophical and religious traditions of East Asia.
- **LO3:** Debate possible solutions to those issues taking into consideration their implications in modern settings.

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**Course content:**

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

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**Teaching delivery methods:**

- Lectures and multimedia presentations
- Class discussions

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**Student obligations:**

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

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**Components of evaluation:**

<b>Component</b>	<b>Points/%</b>	<b>ECTS</b>
What-is-going-on short presentations (4@5%)	20	1
Written assignments (3@10%)	30	1.50
Learning cell assignments 2@ (5% + 10%)	30	1.50
Final presentation	20	1
<b>Total:</b>	<b>100</b>	<b>5</b>

### Required reading

- Davis Winston. (1992). *Japanese Religion and Society: Paradigms of Structure and Change*, Albany, New York: State University of New York Press.
- Earhart, Byron H. (1982). *Japanese Religion: Unity and Diversity*, Third Edition, Belmont:Wadsworth Publishing Company.
- Fairbank, John, Edwin O. Reischauer, and Albert Craig (1978). *East Asia: Tradition & Transformation*, Boston: Houghton Mifflin Company.
- Kitagawa, Joseph M., (ed.). (1989). *The Religious Traditions of Asia: Religion, History, and Culture, Selections from The Encyclopedia of Religion*, New York: Macmillian Publishing Company.
- Sharma, Arvind, (ed.). (1993). *Our Religions: The Seven World Religions Introduced by Preeminent Scholars from each Traditions*, New York: Harper San Francisco.
- Thompson, Laurence G. (1996)- *Chinese Religion: An Introduction*, Fifth Edition, Belmont: Wadsworth Publishing Company.

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

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

## General Information

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

## Course Description

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

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

**CLO1:** Create effective mobile interfaces based on accepted interface conventions

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

**CLO3:** Design mobile applications by utilizing device sensors

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

## Course content:

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

## Teaching delivery methods:

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

## Student obligations:

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

## Monitoring student work:

Activity	ECTS
Homework	2.4
Final Project	2.4
Final Exam	1.2
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

Component	Points/%
Homework	40
Final Project	40
Final Exam	20
<b>Total:</b>	<b>100</b>

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### Required reading:

- Not required

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### Additional reading:

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

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

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

## General Information

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

## Course Description

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### Course objectives:

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

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### Conditions for enrolment in the course:

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

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### Expected learning outcomes of the course:

A student will be able to:

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

## Course content:

### Technology adoption

- Adoption Considerations: Adopter Types and Product Characteristics

### Software development

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

### Software project management

- Project charters
- Project methodologies
- Project strategies

### Documentation

### Maintenance procedures

### Project status reports

- Individual status report
- PM status report
- Sponsor report

### Writing and presenting for a specific audience

- Gate reviews
- Phase gates
- Traceability matrix

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## Teaching delivery methods:

- Lectures
- Independent work

- Project work

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### Student obligations:

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

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### Monitoring student work:

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

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

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### Assessment and evaluation of student work

#### Components of evaluation:

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

Required reading:

- None required
- 

Additional reading:

- Assigned readings
- 

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

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

## General Information

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

## Course Description

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### Course objectives:

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

---

### Conditions for enrolment in the course:

Sophomore status

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### Expected learning outcomes of the course:

A student will be able to:

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

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

**CLO3:** Analyse skills and frameworks in ethical dilemmas

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

**CLO5:** Develop influencing and business presentation skills

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### Course content:

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

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### Teaching delivery methods:

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

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### Student obligations:

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

---

### Monitoring student work:

Activity	ECTS
Exams	2.4
Case Study Analyses	1.2

Final Project	2.4
<b>Total</b>	<b>6</b>

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

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## Assessment and evaluation of student work

### Components of evaluation:

<b>Component</b>	<b>Points/%</b>
Exams	40 (2x20)
Case Study Analyses	20
Final Project	40
<b>Total:</b>	<b>100</b>

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### Required reading:

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

AND / OR

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

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### Additional reading:

- Texts and video materials provided by the instructor

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

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

## General Information

Course leader:	Francis Brassard
Course title:	Heritage and Tourism
Study programme:	New Media Design/HTM/WMC
Course status:	Elective
Year:	Third or Fourth
Number of ECTS credits:	5
Teaching hours (L+S+E):	45 (3+0+0)

## Course Description

- Tourism is a global industry and an important part of the human experience. There are many forces within tourism that act upon people's lives, and in particular their environments, economies, cultural heritage, and identity. This course will explore tourism and its many dimensions. Beginning with an examination of kinds of tourism, this course unpacks tourism's ancient trade and pilgrimage routes as well as its class dynamics of post-industrialization. Other aspects of tourism to be explored include strategies and effects of tourism development and production, nationalism and cultural identity, commodification and marketing of culture and the ethics of development, labor and infrastructural changes, social inequalities, ecological impact, sustainable tourism, the experience of tourists, ritual and authenticity, and the relationship between tourists and tourism workers. This course provides opportunities for cross-cultural analysis of tourism sites, for participant observation of the tourist experience, and for evaluation and recommendation of tourism site development in and around Dubrovnik and Croatia.

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### Course objectives:

1. Deconstruct tourism as a normal cultural and economic activity.
2. Identify behavioral patterns within tourism settings.
3. Identify key terms and concepts within tourism analyses.
4. Compare/contrast tourism activities across the industry and globe and critically engage with a view to best practices.
5. Analyze the impacts of tourism industry (cause and effect) on local communities.
6. Assess harmonious and mutually benefitting host and guest relationships.
7. Assess awareness of sustainable environmental effects of tourism.
8. Apply global principles to real life tourism site/ project.

### Conditions for enrolment in the course:

None

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### Expected learning outcomes of the course:

A student will be able to:

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

### Course content:

1. Introduction and definition of heritage/cultural tourism
  2. Challenges in achieving sustainable cultural tourism
  3. The various types of tourism
  4. Cultural heritage management
  5. The types of cultural asset and the concept of commodification
  6. The types of cultural tourist
  7. The notion of gatekeepers
  8. Marketing for Cultural Heritage Management
- 

### Teaching delivery methods:

- Lectures and multimedia presentations
  - Class discussions
- 

### Student obligations:

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

### Monitoring student work:

Activity

ECTS

“What is going on” short presentations	0.75
Short report	1.5
Learning cell assignment	0.75
Midterm presentation	1
Final presentation	1
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

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### Assessment and evaluation of student work:

#### Components of evaluation:

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

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#### Required reading:

- McKercher, Bob and Hilary du Cros. (2002). *Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management*. New York: The Haworth Press, Inc. (Available online at <https://library.rit.edu>)

- The material will be supplied by the instructor.

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### Additional reading:

- Chhabra, Deepak. (2010). *Sustainable Marketing of Cultural and Heritage Tourism*. London and New York: Routledge.
- *Cultural Heritage and Tourism in the Developing World: A regional perspective*. (2009). Edited by Dallen J. Timothy and Gyan P. Nyaupane. London and New York: Routledge.
- *Cultural Tourism*. (2013) Edited by Razaq Raj, Kevin Griffin and Nigel Morpeth. Oxfordshire: CABI.
- *Cultural Tourism in a Changing World: Politics, Participation and (Re)presentation*. (2006) Edited by Melanie Smith and Mike Robinson. Clevedon, Buffalo and Toronto: Channel View Publications.
- *Heritage and Tourism: Place, encounter, engagement*. (2013) Edited by Russell Staiff, Robyn Bushell and Steve Watson. London and New York: Routledge.
- Reisinger, Yvette and Lindsay W Turner. (2003). *Cross-Cultural Behaviour in Tourism: Concepts and Analysis*. Oxford: Butterworth-Heinemann.
- Smith, K. Melanie. *Issues in Cultural Tourism Studies*. (2003) London and New York: Routledge.
- *The Routledge Handbook of Cultural Tourism*. (2013) Edited by Melanie Smith and Greg Richards. London and New York: Routledge.

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

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

## General Information

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

## Course Description

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

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### Program learning outcomes supported by this course:

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

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### Course Learning Outcomes:

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

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

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**Conditions for enrolment in the course:**

None

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**Teaching delivery methods:**

- Lectures and multimedia presentations
- Class discussions

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**Student obligations:**

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

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**Monitoring student work:**

<b>Activity</b>	<b>ECTS</b>
Seminar presentations	2
Short reports	1
Class discussion	0.5
Final presentation	1.5
<b>Total</b>	<b>5</b>

Teaching time has been incorporated in time for assignments.

**Components of evaluation:**

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

### Required reading

- Davis Winston. (1992). *Japanese Religion and Society: Paradigms of Structure and Change*, Albany, New York: State University of New York Press.
- Earhart, Byron H. (1982). *Japanese Religion: Unity and Diversity*, Third Edition, Belmont:Wadsworth Publishing Company.
- Fairbank, John, Edwin O. Reischauer, and Albert Craig (1978). *East Asia: Tradition & Transformation*, Boston: Houghton Mifflin Company.
- Kitagawa, Joseph M., (ed.). (1989). *The Religious Traditions of Asia: Religion, History, and Culture, Selections from The Encyclopedia of Religion*, New York: Macmillian Publishing Company.

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