American College Dublin

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BFA in Creative Writing

Module information

Stage	2
Semester	Semester 1
Module title	Writing for screen 1
Module number/reference	CW220
Module status (mandatory/elective)	Mandatory for creative writing majors
Credits	3 (6 ECTS)
Module NFQ level	7
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Ferdia MacAnna

Contact hours per week				Non-contact hours per week			Total effort
Lecture	**Practical**	**Tutorial**	**Seminar**	**Assignment**	**Placement**	**Independent work**	
3				3		3	9
Allocation of marks							
	Continuous assessment	**Project**	**Practical**	**Final assessment**		**Total (100%)**	
Percentage contribution	50			50		100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. recognize the general historical development of the practice of screenwriting as a creative art form;
2. understand the main requirements for presenting and formatting a screenplay properly;
3. know how to structure a screenplay so that its plotting and narrative development are presented and paced effectively;
4. produce dialogue that is interesting and entertaining, and that progresses the development of character and plot;

5. provide appropriate and useful indications regarding a scene's location, appearance, lighting and camera position;
6. draw on one's imaginative capacity and aspects of lived and observed experience to produce original and entertaining screenplays.

Learning outcomes 1-5 will be assessed by a research paper, 2-5 by class presentations, and 2-6 by the final assessment.

Module objectives

This course is a continuation of CW220 Writing for screen 1 (though it follows on from CW220, it is a self-contained course and it is not necessary to have done CW220 first). The aim of the course is to introduce learners to the practices and techniques of writing for the screen. Learners examine the canonical and contemporary practices and context for screenwriting; how to employ and adapt standard screenwriting practice and technique for their own creative purposes; examine structure, plotting and narrative pacing in screenplays; how to develop believable, interesting characters; the process of producing credible and entertaining dialogue for film; explore the means by which they can generate content from their own experiences and perceptions and the things of the world.

Module curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following:

- Introduction to writing for the screen. The specifics of the visual world.
- What is contemporary screenwriting, and how should we approach beginning to write for the visual world. The importance of formatting.
- Creating a character.
- Themes and textbooks.
- Constructing the story. The Three Act Structure.
- The importance of Act One.
- The basics of effective screenplay dialogue.
- Case Studies. Scene studies. Casablanca/Out of Sight? As Good As It Gets/ No Country for Old Men.
- Script editing and script passes.
- Writing scenes. The Scene as a microcosm of the film.
- Tone and genre.
- Visual writing exercises.
- The film in the contemporary world. Short films. TV dramas. Feature films. Web series.
- Breaking into screenwriting. Breaking Bad and other examples.
- Finding an audience and the importance of good endings.
- Public performance of group work.

Reading lists and other learning materials

Required reading

Syd Field, *Screenwriting*

Supplementary reading

William Goldman*, Adventures in the Screen Trade*
Robert McKee*, Story*
Christopher Vogler, *The Writer's Journey*
John Yorke, *Into the Woods: Why Stories Work and Why We Tell Them*
Aristotle's Poetics for Screenwriters

Websites

Drew's Script O Rama	http://www.script-o-rama.com/
Simply Scripts	http://www.simplyscripts.com/
IFTN	http://www.iftn.ie/
Irish Film Board	http://www.irishfilmboard.ie/

Module learning environment
The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with up-to-date software and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to screen writing (30%);
- class presentations of original screenplay material (20%);
- final assessment, in which learners will submit a portfolio of scripts and participate in a final showcase of short readings of works developed in the course of the semester (50%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BFA in Creative Writing

Module information

Stage	2 and 3
Semester	1 and 2
Module title	Writing workshop 1-6
Module number/reference	CW301/302/303/304/305/306
Module status (mandatory/elective)	Mandatory for creative writing majors
Credits	3 (6 ECTS)
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	

Contact hours per week				Non-contact hours per week			Total effort
Lecture	**Practical**	**Tutorial**	**Seminar**	**Assignment**	**Placement**	**Independent work**	
3				3		3	9
Allocation of marks							
	Continuous assessment	**Project**	**Practical**		**Final examination**	**Total (100%)**	
Percentage contribution	50	50				100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Meet a regular deadline on a creative work.
2. Present and defend their own creative work to a group of their peers.
3. Read closely and give constructive feedback on another writer's work.
4. Listen to constructive feedback.
5. Assess the success or failure of aspects of their own work.
6. Articulate what makes another writer's work successful and apply those same principles to their own work.
7. Develop a deeper understating of the mechanics of literature.
8. Experience the reality of the drafting process involved in writing.

9. Familiarize themselves with critical vocabulary needed to analyse and interpret works of literature; acquire knowledge of the historical development of literary forms, genres, styles, and conventions.

Module objectives

The writing workshop provides students with the opportunity to present their work-in-progress to the other students in their group for close scrutiny. The workshop is a versatile and dynamic way for students to share their work and receive critical feedback from their peers and tutor. Students will be able to use the workshop to discuss any problems around their writing, such as inspiration, structural difficulties, creative blocks etc. Students are expected to produce work for class analysis and discussion on a regular basis, and to provide critical input to the work in development of their fellow students. The course is one of a series of undergraduate writing workshop classes that run on a continuous basis in each semester, every year. The class should be taken every semester by creative writing majors and may be taken by any other approved major student as an elective requirement.

Module curriculum

Each week a number of students will present their work-in-progress to the group. Overseen by the tutor, the group will then give feedback on the work which will have circulated on email and been read closely beforehand. Discussions on aspects of the work under consideration, be it formal or content-based, will develop naturally in response to the particular piece of work and needs of the student. All students in the group will be expected to fully engage in the work up for discussion. The tutor will then summarise the discussion in conclusion and direct the student towards any relevant reading material. Students will be encouraged to re-present a new draft of the piece in response to the critical feedback when it is their turn again.

It is important to note that the workshop will be offered each semester. Each semester's workshop is self-contained, graded solely on that term's work, meaning a student is free to take the workshop once, or as many times as they wish.

Reading lists and other learning materials

Lajos Egri, *The art of dramatic writing*, BN Publishing, 2007.

Supplementary reading

Peter Brook, *The empty space*, Touchstone, 1968;
Marina Calderone, *Actions: the actor's thesaurus*, Drama Publishers, 2004;
Will Dunne, *The dramatic writer's companion: tools to develop characters, cause scenes,*

and build stories, Chicago Guides, 2009;
David Edgar, *How plays work*, Nick Hern Books.
Jeffrey Hatcher, *The art and craft of playwriting*, F and W Publications, 1996;
Constantin Stanislavsky, *An actor prepares*, Routledge, 1936;
Richard Toscan, *Playwriting seminars 2.0: a handbook on the art and craft of dramatic writing*, Franz Press, 2012;
Verbatim, verbatim: contemporary documentary theatre, Will Hammond and Dan Steward (eds), Oberon Books.

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org

Module learning environment
The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with up-to-date software and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the module. There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy
The module intended learning outcomes are achieved primarily through a full engagement in the workshop method. In this approach the lecturer acts as a facilitator; each week one or more students from the class offer in advance a selection of work in advance for analysis and discussion by the class. It takes time for new undergraduates to become familiar and comfortable with this method of instruction, in which the group as a whole works on criticising and enhancing the material of individual students, and the lecturer acts as a moderator and commentator, rather than as source and expounder of knowledge. For the method to work effectively, all students must commit themselves to

the process, both when submitting their own work, and when reading and discussing the work of their peers. Learners are expected to dedicate at least two hours per week to self-directed study, which includes writing of their own work in preparation for submission, and reading that of their classmates which has been submitted in advance of the next class. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. The forms of assessment used in the module, together with their weighting, are cumulative and include the following:
- classroom participation, including attendance and active involvement in classroom activities (50%);
- Two pieces of creative fiction or other forms such as stage-play/ screen-play. (c. 2000 min words) 50%.

The grading scale used by American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will deducted for each instance of an unexcused lateness (up to half an hour after the scheduled commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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IB200 INTRODUCTION TO MANAGEMENT

Credits: 6
Credit level: Stage one
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2011 - 2012
Semester: 1
Lecturer:
email:

MODULE DESCRIPTION

A study of the theories, practices, procedures and problems involved in modern corporate business management. The course is an introduction to management and the principles of doing business in a dynamic and fast moving environment.

INTENDED LEARNING OUTCOMES

At the end of the module, students will have:
1. An understanding of the principles of management
2. The ability to critically analyse the process of management
3. The knowledge to develop innovation in an organisation
4. An appreciation of the inter-relationships of the functions in organisations
5. The capacity to recognise entrepreneurial opportunities
6. The ability to relate a range of managerial activities into a coherent whole

TEACHING METHODS

Lectures, exercises, assignments, readings and group discussions, based on aspects of management in an organisational context.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises and discussions	Class exercises, assignments, exam and participation
2.	Sections 3 - 6	Lectures, class exercises and discussions	Class exercises, assignments exam and participation
3.	Sections 4 - 6	Lectures, readings, class exercises and discussions	Class exercise, assignments, exam and participation
4.	Sections 4 - 6	Lectures, readings, class exercises and discussions	Class exercise, assignments, exam and participation
5.	Sections 1 - 3	Lectures, readings, class exercises and discussions	Class exercises, exams, assignments and participation
6.	All sections	Lectures, class exercises and discussions	Assignments, exams, class exercises and participation

COURSE OUTLINE: Weighting

1. Management in context (Chapters 1, 2 and 3, Naylor)   15%

    What is management

    Management theory

    Understanding the environment

    Adapting to change

2. Themes in Management (Chapters 4, 5, 6 and 7, Naylor)   20%

    Global business

    Social responsibility and ethics

    Managing for quality

    Enterprise and Entrepreneurship

3. Planning and decision making (Chapters 8 and 9, Naylor)   15%

    Planning and strategic management

    Decision making

4. Organising, Leading and communicating (Chapters 10, 11, 12 and 13, Naylor)

                                                            20%

        Principles and design

        Leadership and motivation

        Groups and teams

        Communication in management

5. Implementing policies and plans (Chapters 14, 16 and 17, Naylor)   **20%**

        Human Resource Management

        Marketing management

        Innovation

6. Control and Change (Chapters 18 and 19, Naylor)   **10%**

        Control of management processes

        Control, learning and change

READING

Text
Naylor, J. (2004). *Management*. Second Edition. FT Prentice Hall.

Supplementary Reading

Griffin, R.W., (2009). *Management*. Eigth Edition. Houghton Mifflin, Boston.

Certo, S.C. (2002) *Modern Management*. Ninth Edition. Prentice Hall.

Drucker, P. (1999). *Management Challenges for the 21ˢᵗ Century*. Butterworth-Heinemann.

Evans, P. & Wurster, T.S. (2000). *Blown to bits, how the economics of information transform strategy*. Harvard Business School Press, Boston.

Kotter, J. (2002). *Leading Change*. Harvard Business Review.

Covey, S. (1992). *The Seven Habits of Highly Effective People*. Prentice Hall.

Smith, I. & T. Boyns (2005) *British management theory & practice: the impact of Fayol*; Emerald Vol.43, No.10, pp 1317-1334

Brews, J & E. Wray-Bliss,(2008) *Re-searching Ethics: Towards a More Reflective Critical Management Studies*, Organisation Studies: 1521

Collins, D (2001) *The fad motif in management scholarship*, Employee Relations, Vol. 23, No.1 pp.26-37 MCB University Press

Newspapers & Publications

Students are also encouraged to read and refer in class to articles of current management interest from the following publications as part of class discussion and class presentations; The Wall Street Journal; The Financial Times; The European; Newsweek; The Irish Times; The Sunday Business Post; The Economist; etc.

Internet websites

http://www.unison.ie/irishindependent/   http://www.kompass.ie/
http://www.ireland.com/newspaper/   http://www.guardian.co.uk/
http://www.actualidad.com/ (index of world newspapers)
http://www.sbpost.ie   http://www.economist.com/
http://www.ft.com/

ASSESSMENT/GRADING

Assessment
The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Assignment:	Students are required to submit an individual or group project based on a business issue relevant to management. This to include strategy, argumentative questioning and a conclusion to facilitate management decision making
Presentation:	Students are required to present their assignment individually or in groups.
Examination:	The examination consists of a series of interrelated questions based on the book and handouts. Students will be given a number of questions out of which they choose three.

Assessment will take the form of :

Assignment	30%
Presentation	10%
Attendance/Participation	10%
Final exam	50%
Total	**100%**

Grading
Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE
Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue.

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IB201 MICROECONOMICS

Credits:	6
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020/21
Semester:	1
Lecturer:	Stephen Chandler
Email:	schandler@iamu.edu
Enrolment key:	IB201ACD

MODULE DESCRIPTION

The course introduces the student to the basic principles of microeconomics, which are concerned with the interrelationship of individual business firms, industries, consumers, workers and other factors of production that comprise a modern economy.

INTENDED LEARNING OUTCOMES

At the end of this module students will have:

1. Developed a comprehension of the kind of knowledge pertaining to microeconomics;
2. Interpreted the different theories and concepts of microeconomics;
3. Distinguished between the different tools and techniques economic science employs;
4. Administered the application of demand and supply, elasticity and consumer choice to various scenarios;
5. Differentiated between the various market structures;
6. The capacity to select and apply the appropriate skills required to solve a particular problem, and be able to choose optimally between different models and theories in order to solve the problem.

TEACHING METHODS

The teaching methods include lectures, tutorials and group discussions based on current articles from the business press, case studies, videos, *etc*.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, tutorials and discussions	Assignments, mid-term exam, final exam and participation
2.	All sections	Lectures, readings, tutorials and discussions	Assignments, mid-term exam, final exam and participation
3.	Sections 2-5	Lectures, readings, tutorials and discussions	Assignments, mid-term exam, final exam and participation
4.	Sections 2-4	Lectures, readings, tutorials and discussions	Assignments, mid-term exam, final exam and participation
5.	Sections 6-8	Lectures, readings, tutorials and discussions	Assignments, final exam and participation
6.	Sections 2-8	Lectures, readings, tutorials and discussions	Assignments, final exam and participation

COURSE OUTLINE   Weighting

1. Types of Economic Systems   10%
2. Demand, Supply, and the Market   15%
3. Elasticities and Applications   15%
4. The Theory of Consumer Choice   10%
5. Theory of Supply: Costs and Production 15%
6. Perfect Competition   10%
7. Pure Monopoly   10%
8. Imperfect Competition   15%

READING
Textbook
McConnell, C.R., Brue, S.L. & Flynn, S.M., *Economics: Principles, Problems, and Policies*, 21st edition, McGraw-Hill Inc., 2018.

Supplementary Reading
Begg, D., Fischer, S. & Dornbusch, R., *Economics*, 8th ed., McGraw-Hill, London 2005;
Levitt, S. D. & Dubner, S. J. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, William Morrow, New York, 2009;
McAleese, Dermot, *Economics for Business*, 3rd ed., Prentice Hall, London, 2004;
Turley, G., Maloney, M. & O'Toole, F., *Principles of Economics, an Irish Text*, 4th ed., Gill & Macmillan, Dublin, 2011.

Newspapers & Publications

Irish Independent	*Sunday Business Post*	*Business Week*
Irish Times	*Wall Street Journal*	*Business & Finance*
Financial Times	*The Economist*	*Fortune*

Internet websites

http://www.irishtimes.com/   http://www.cso.ie/
http://www.unison.ie/irishindependent/   http://www.guardian.co.uk/
http://www.economist.com/   http://www.esri.ie/
http://www.ft.com/

MODULE REQUIREMENTS

Assessment
Student's progress will be assessed by a mid-term test, an assignment, and an exam. The assignment must be typed and submitted on time. Any late assignments will be subject to losing 1% of the overall grade per day. The end of term exam will cover material from the whole course.

Assessment will take the form of:

Mid-term test	**22.5%**
Assignment	**22.5%**
Final exam	**50%**
Attendance & Participation	**5%**
	100%

Grading
Each component of the course will be assessed separately. Students will be graded according to the Quality and Qualifications Ireland (QQI) system.

ATTENDANCE
Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

American College Dublin

IB202 ACCOUNTING 1

Credits:	6
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020 - 2021
Semester:	1
Lecturer:	Mícheál Ó Raghallaigh
Email:	moraghallaigh@iamu.edu
Enrolment Key:	IB202ACD

MODULE DESCRIPTION

The course is designed to introduce students to the functions of accounting along with the basic concept for the industry. Topics include recording transactions, preparing financial statements, fixed assets, inventory, and current liabilities.

INTENDED LEARNING OUTCOMES

At the end of this class students will have:

1. Developed a comprehension of the kind of knowledge pertaining to accounting;
2. Acquired basic accounting skills;
3. Understood the system of recording transactions for business and the books of record;
4. Selected the appropriate skills and applied these to prepare the accounts necessary for a business;
5. Completed a profit and loss account and balance sheet for a business taking account of all necessary adjustments;
6. Explained and analysed this financial information.

TEACHING METHODS

The class sessions will be a mixture of lectures, discussions (to the extent possible), and presentation of examples. Accounting, however, is an applied field and is very difficult to understand without practicing the applications. Several practice problems have been assigned for each topic in the syllabus. Students are encouraged to do these practice problems before they attempt the homework assignments.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises and discussions.	Class exercises, assignments, exams and participation.
2.	All sections	Lectures, reading and class exercises.	Class exercises, assignments and exam.
3.	Sections 1-7	Lectures, readings and class exercises.	Class exercises, assignments, exam and participation.
4.	Sections 8-10	Lectures, readings and discussions.	Class exercises, exam and participation.
5.	Sections 8–18	Lectures, readings, class exercises and discussions	Class exercises, assignments, exam and participation.
6.	All sections	Lectures, readings, class exercises and discussions.	Class exercises, assignments, exam and participation.

COURSE OUTLINE

1. Introduction to Double Entry Bookkeeping.
2. The accounting equation and balance sheet.
3. The double entry system for assets, liabilities, and capital.
4. The asset of stock.
5. The effect of profit or loss on capital and the double entry system for expenses and revenues.
6. Balancing off accounts.
7. The trial balance.
8. Trading and profit and loss accounts: an introduction.
9. Balance sheets.
10. Trading, profit & loss accounts and balance sheets: further considerations

Sections 1 to 10 account for 60%.

11. Accounting concepts.
12. Capital expenditure and revenue expenditure.
13. Bad debts, provision for doubtful debts, and provisions for discounts on debtors
14. Depreciation of fixed assets: nature and calculation.
15. Double entry records for depreciation.
16. Accruals and prepayments.

Sections 11 to 16 account for 40%.

REQUIRED TEXT

Wood, F & Sangster, A (2018) *Business Accounting 1*, 14th Edition. London: Prentice Hall.

Note: The 12th or 13th editions are also acceptable. These can be obtained second-hand.

SUPPLEMENTARY READING

Financial Reporting and Analysis (13th Edition). London: Cengage Learning;
Britton, A. & Waterston, C. (2009) *Financial Accounting* (5th Edition). London: Prentice Hall;
Wood, F & Sangster, A (2012) *Business Accounting 2*, 12th Edition. London: Prentice Hall.

TECHNICAL MATERIAL

Financial Accounting and Reporting Standards

- International Financial Reporting Standards (IFRS's)
- International Accounting Standards (IAS's)
  (Available from International Accounting Standards Boards website at www.iasb.org)

NEWSPAPERS AND JOURNALS

Irish Independent	*Business Week*
Irish Times	*Business & Finance*
Financial Times	*Finance Magazine*
Sunday Business Post	*Fortune*
Business Plus	*Accountancy Ireland*

INTERNET REFERENCES

www.pearsoned.co.uk/wood	www.investopedia.com
www.accountingweb.co.uk	www.icai.ie
www.accaglobal.com	www.ft.com
www.askaboutmoney.com	www.bizplus.ie
www.financemagazine.com	www.oanda.com

ASSESSMENT/GRADING

The following must be completed satisfactorily by any student undertaking the standard assessment of the course:

Class Exam   30%
Final Exam   70%
                  100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

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A liberal arts institution

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IB203 PRINCIPLES OF MARKETING

Credits:	6
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020- 2021
Semester:	1
Lecturer:	Asal Al Maghrabi
e-mail:	asalmaghrabi@yahoo.ie

MODULE DESCRIPTION

This module will introduce the student to the central concepts applied in marketing and to the principal tools used by the professional in the marketing context. Concepts examined include the general decision areas of product, price, place (i.e. distribution), promotion, consumer behaviour and market research. The area of initial entry into a foreign market will also be examined. Focus will be placed on understanding these concepts and on learning how to apply them in the analysis and the solution of marketing problems.

MODULE LEARNING OBJECTIVES

At the end of this module students should:

1. Have a general understanding of the theory, concepts and methods which relate to marketing in general and have explored the implication (practical and theoretical) of these marketing concepts;
2. Have defined the marketing function within the context of the modern company;
3. Be able to discuss the different types of market, and how they may be analysed;
4. Have an appreciation of the integrative role of the marketing function in influencing key business decisions with regard to the marketing mix elements of product, price, place and distribution;
5. Be able to demonstrate an overall understanding of the general concepts applied in the creation of a marketing plan as well as factors to consider when entering foreign markets;
6. Have gained a working understanding of the tools available to the marketer.

TEACHING METHODS

Lectures, journal articles, case studies, project/presentation work, self-directed learning and class discussion.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All Parts	Lectures, readings, case studies and class discussions.	Class discussions, project assignment, exam and participation.
2.	Part 1	Lectures and class discussions.	Class exercises, assignments and participation.
3.	Part 1	Lectures and discussions.	Class exercises, assignments and participation.
4.	Part 2	Lectures and discussions.	Class exercises, assignments, exam and participation.
5.	All Parts	Lectures, case studies, and class discussions.	Group project and presentation
6.	All Parts	Lectures, case studies, and class discussions.	Group project and presentation

COURSE OUTLINE

Part 1 - Marketing and Marketing Process

Marketing and its Relationship with Company Strategy, Assessing the Marketing Environment, Consumer Markets and Consumer Buyer Behaviour, Business Markets and Business Buyer Behaviour, Segmentation and Targeting

Part 2 - The Marketing Mix
Products and New Product Development, Service Marketing, Pricing and Pricing Strategies, Marketing Channels, Retailing and Wholesaling, Integrated Marketing Communication

Part 3 - The Promotion Mix
Advertising and Public Relations, Sales Promotion, Direct and Online Marketing, Global Marketing

READING

<u>**Core Text**</u>

Principles of Marketing, by Kotler and Armstrong, 14th Edition (2012), Pearson Prentice Hall

<u>**Recommended Supplementary Reading**</u>

Additional readings and cases will be recommended and provided from time to time during the course.

American College Dublin

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IB205ORGANISATIONAL BEHAVIOUR

Credits: 6
Credit level: Stage one
Prerequisites: IB200
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Lecturer: Mr Marc Gallagher
E-mail: marcgallagher5@gmail.com

MODULE DESCRIPTION

Analysis of Organisational Behaviour based upon theory and research in the behavioural sciences and applied to management of organisations. Concepts include human motivation, structural environment and social factors influencing behaviour; conflict, leadership style and factors involving the dynamics of organisations. As most concepts originated from North America, students will be encouraged in a research project to apply these theories in a cross-cultural context in order to test their validity.

MODULE LEARNING OBJECTIVES

At the end of this class students will:
1. Have a clear understanding of the concept of organisational behaviour and its impact of the functionality of organisations.
2. Be able to speak to the many components of individual behaviour which influence behaviour and performance within an organisation.
3. Understand group behaviour and its implications within an organisation.
4. Have an enhanced knowledge of the organisational system, with respect to issues of organisational structure, culture and human resource management.
5. Be more confident in their interpersonal skills as thinkers, speakers and leaders.
6. Acquired the skills to analyse and solve problems relating to organisational behaviour in a consistent manner.

TEACHING METHODS

Lectures, tutorials and group discussions based on current articles and research from the business press, case studies, videos, guest speakers, etc.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class discussion and assignment.	Class discussion, exercises, assignments, exam and participation.
2.	Sections 1-6 The Individual	Lectures, readings, class exercises and discussions.	Class discussion, exercises, assignments, exam and participation.
3.	Sections 7-12 The Group	Lectures, readings, class exercises and discussions.	Class discussion, assignments, exam and participation.
4.	Sections 13-15 Organisational Systems	Lectures, readings, class exercises and discussions.	Class discussion, assignments, exam and participation.
5.	Sections 16 Organisational Dynamics	Lectures, reading, class discussions.	Class discussion, assignments, exam and participation.
6.	All sections	Lectures, readings, class discussion and assignment.	Class discussion, exercises, assignments, exam and participation.

COURSE OUTLINE
Introduction
Individual Behavior and Learning
Attitudes, Job Satisfaction, Personality and Values
Perception and Decision Making
Motivation
Group Behavior/Work Teams
Communication
Leadership
Power and Politics
Organizational Structure
Organizational Culture

READING

Text

Prescribed Text
Robbins, S.P. & Judge, T (2014)., "Organisational Behaviour", Prentice Hall, 16th Edition.
Additional Suggested Text
Buchanan, D & Juczynski, A (2004)., "Organizational behaviour: an introductory text, Prentice Hall, 5th Edition.

Readings
The lecturer will distribute readings. Each student is required to have read the readings and be prepared to participate in class discussion.
Additional: "Collective Genius" Harvard Business Review 2014 Linda Hill, et.al.

Supplementary Reading

Geeks and Geezers: how era, values and defining moments shape leaders by Warren G. Bennis and Robert J. Thomas, Harvard Business School Press (2002)
Leading change, by John Kotter, Harvard Business School Press (1996)
The Heart of change, by John Kotter, Harvard Business School Press (2002)
Developing the leader within you, John C. Maxwell, Nelson (1993)
Principles-centered Leadership, by Stephen Covey, Prentice Hall (1992)

Newspapers & Publications
European Journal of Human Resource Management
Human Resource Management Journal
European Management Journal
International Journal of Human Resource Management
Selected publications and papers as handed out in class
Newspapers and other publications, including: Irish Independent, Sunday Business Post, Business Week, Irish Times, Wall Street Journal, Business & Finance, Financial Times, The Economist, Fortune

Internet websites
http://www.ireland.com/newspaper/   http://www.cso.ie/
http://www.unison.ie/irishindependent/   http://www.guardian.co.uk/
http://www.economist.com/   http://www.esri.ie/
http://www.ft.com/

MODULE REQUIREMENTS

Assessment

Assessment will take the form of:

Assignment***	Type	Weight	Submission
1. Case/leadership Assignment	Individual Research	**20%**	April 13
2. Presentation	Individual	**5%**	April 13
3. Participation	Individual	**10%**	Ongoing
4. Final Exam	Individual	**50%**	Week of April 27

Assignment
- Assignments will be discussed during **week 2** of the semester.

Assignment Formatting
- The assignment should be typed in Times New Roman, font size 12
- This assignment should be between 2500-3000 words. Marks will be lost for assignments exceeding these parameters
- Referencing: the Harvard Style of Referencing is to be applied. For examples see: http://www.ucd.ie/library/students/information_skills/harvard.html
- Line spacing should be 1.5
- Each assignment should include the following:
    - Title page with assignment title, student names and numbers, date and lecturer name
    - Abstract
    - Table of contents
    - Introduction
    - Conclusion
    - Bibliography/Works Cited
    - Appendix (if necessary)

Submission
- One copy of the report should be handed to the lecturer on the submission date and one copy email to the lecturer (mglines@iamu.edu)
- Submission date: for the assignment is **April 13**. Late submissions will not be accepted. Late submissions will automatically receive a zero grade.

Presentation
- Presentations should be 30 minutes in duration (20 minutes for the presentation and 10 minutes for class discussion)
- Presentations may be prepared in Microsoft PowerPoint
- The use of media (pictures, movie clips, diagrams) to illustrate your research is greatly encouraged

The presentation will be evaluated on the ability of you to:

1. Identify a specific topic within the parameters of leader and case studies to illustrate
2. Explain the relevant theory surrounding the chosen leader and supportive case studies

Attendance & Participation
- All students must sign in at the start of class
- Students are encouraged to actively participate in class discussion
- Punctuality: any student arriving **15 minutes** after the start of class will be asked to leave as a courtesy to fellow students

Examination
- Examination advise will be given to students throughout the semester

Grading
Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2001, available at:
http://www.hetac.ie/pdf/hetac_marks_standards_2001.pdf (page 35).

ATTENDANCE
Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue.

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IB206 MACROECONOMICS

Credits: 6
Credit level: Stage one
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Paul Lydon
Email: To be confirmed

MODULE DESCRIPTION

This is an introductory course that studies the foundations of macroeconomics from the determination of national income to monetary and fiscal policies in an open economy. Economic instabilities such as inflation, deflation and unemployment will be also discussed. The second part of the course will be dedicated on the application of these theories with an emphasis on the European Union and the Irish economy.

INTENDED LEARNING OUTCOMES

At the end of this class, students will have:
1. A clear understanding of the concepts and methods pertaining to macroeconomics.
2. Developed a mastery of the different tools and techniques economic science employs.
3. Acquired a clear understanding of the imbalances in economies.
4. The ability to apply the fundamentals of demand and supply to various macroeconomic situations.
5. Developed the skills and knowledge required to analyse the different theories, concepts and methods of economic policies.
6. Gained competencies in apprehending the know-how required to evaluate and analyse different macroeconomic circumstances.

TEACHING METHODS

Lectures, group and class discussions based on current articles from the business press and case studies or videos, guest speakers, analysis of case studies.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, group discussion, text and video analysis.	Class participation, assignment, mid-term test and exam.
2.	All sections	Lectures, group discussion, text and video analysis.	Class participation, assignment, mid-term test and exam.
3.	Sections 2-4	Lectures, group discussion, text and video analysis.	Class participation, assignment, mid-term test and exam.
4.	Sections 5	Lectures, group discussion, case studies analysis.	Class participation, assignment, mid-term test and exam.
5.	Sections 6-7	Lectures, group discussion, text and video analysis.	Class participation, assignments and exam.
6	Section 8-10	Lectures, group discussion, text and video analysis.	Class participation, assignments and exam.

COURSE OUTLINE	WEIGHTING
1. Introduction to Macroeconomics	11%
2. Aggregate Demand and Aggregate Supply	11%
3. Employment and Unemployment	11%
4. Fiscal Policy and Foreign Trade	10%
5. Exchange Rates and Balance of Payments	11%
6. Money, Banking and Monetary policy	10%
7. Inflation and Deflation	10%
8. The European Monetary Union	9%
9. International Trade	8%
10. Irish Economy	9%

REQUIRED TEXT

McConnell, C.R. & Brue, S.L., *Economics: Principles, Problems, & Policies*, 18th edition, McGraw-Hill Inc., 2010.

SUPPLEMENTARY READING LIST

Allen, Kieran, *The Celtic Tiger*, Manchester University Press, 2000;

Baldwin R. and Wyplosz C., *The Economics of European integration*, McGraw Hill, 2004;

Begg, D., Fischer, S. & Dornbusch, R., *Economics*, 9th edition, McGraw-Hill, London 2008;

Ehrenreich, Barbara, *Nickel and Dimed*, Henry Holt Co., New York, 2001;

Leddin & Walsh, *The Macroeconomy of the Eurozone*, Gill & MacMillan, Dublin, 2003;

Leddin A., & Walsh B., *The Macroeconomy of Ireland*, 4th edition, Gill and MacMillan, Dublin, 1998;

Layte, R., Nolan, B., & Whelan, C.T., Carthy, C., "Explaining poverty trends in Ireland during the boom", *Irish Banking Review*, Summer 2004, pp. 2-14;

MacSharry, R. & White, P. *The Making of the Celtic Tiger*, Mercier Press, Dublin, 2000;

McAleese, Dermot, *Economics for Business*, 3rd edition, Financial Times Prentice Hall, London, 2004;

McWilliams, David, *The Pope's Children: Ireland's New Elite*, Gill & MacMillan, Dublin, 2005;

McWilliams, David, "*The Generation Game*", Gill & MacMillan, Dublin, 2007.
O'Hagan, John, (ed.), *The Economy of Ireland: Policy and Performance of a Small European Country*, 9th edition, Gill and MacMillan, Dublin, 2005;
O'Muircheartaigh, Fionan, (ed.) *Ireland in the Coming Times: Essays to celebrate T. K. Whitaker's 80 years*, Institute of Public Administration, Dublin, 1997;
Sweeney, Paul, *The Celtic Tiger: Ireland's economic miracle explained*, 2nd edition, Oak Tree Press, Dublin, 2000;

NEWSPAPERS, PUBLICATIONS & LIBRARY FACILITIES

Financial Times   *Business Week*   *Wall Street Journal*
Irish Times   *Business & Finance*   *Sunday Business Post*
Irish Independent   *The Economist*
Central Bank of Ireland "Irish Economic Statistics"

INTERNET WEBSITES

http://www.ft.com   http://www.economist.com/countries/Ireland/
http://www.unison.ie/irishindependent/   http://www.centralbank.ie
http://www.ireland.com/newspaper/   http://www.businessworld.ie/
http://www.actualidad.com/ *(index of world newspapers)*
http://guardian.co.uk   http://www.jimrogers.com
http://www.economist.com/   http://www.eubusiness.com/
http://bbc.com   http://www.oecd.org/
http://www.esri.ie/   http://www.bankofengland.co.uk/
http://www.cso.ie/   http://www.ecb.int/
http://www.idaireland.com   http://www.cpa.ie

ASSESSMENT/GRADING

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Participation: Students are expected to read in advance the readings given in class. This will be the basis for class discussion. Students will be graded for participation based on their understanding of the materials and their capacity to answer the questions.

Assignment 1:   Students will have to complete a sections one-hour length mid-term test in week six.

Assignment 2:   Students groups will prepare a presentation on a topic related to the material covered in class. **Due date**: to be fixed in-class.
Any late assignments will be subject to losing 1% of the ***overall grade per day***.

Exam: The exam contains 5 questions and is 2 hour's in length. Students must answer 3 questions out of 5. The exam will cover material from the whole course.

Assessment will take the form of:

Mid-term test:	25 %
Group assignment:	25 %
Final examination:	50 %
Total	**100 %**

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

American College Dublin

IB207 ACCOUNTING 2

Credits: 6
Credit level: Stage one
Prerequisites: IB202
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Micheál Ó Raghallaigh

MODULE DESCRIPTION

The course introduces the students to the application of fundamental principles of double entry accounting to specific and more advanced aspects of financial accounting. The main emphasis is on special accounting procedures and partnership accounts. The module assumes students have a reasonable knowledge of the principles of double entry accounting. The course gives students the opportunity to test their knowledge through many practical examples. However, it is essential that students also do many more questions on each area of the syllabus.

INTENDED LEARNING OUTCOMES

At the end of this course students will have:

1. Developed a further comprehension of the kind of knowledge pertaining to accounting;
2. An extensive knowledge of special accounting procedures, such as preparing the accounts of partnerships;
3. Mastered the skill of double-entry accounting;
4. The skill to use the appropriate technical language to describe different corporate practises, including manufacturing companies;
5. The ability to exercise judgement on financial statements, including the use of accounting ratios;
6. The ability to analyse and prepare relevant financial information for different corporate environments, including preparing accounts for departments.

TEACHING METHODS

The class sessions will be a mixture of lectures, discussions (to the extent possible), and presentation of examples. Accounting, however, is an applied field and is very difficult to understand without practicing the applications. Several practice problems have been assigned for each topic in the syllabus. Students are encouraged to do these practice problems before they attempt the homework assignments.

1

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises and discussions.	Exams and participation.
2.	Sections 5-7	Lectures, readings, class exercises and discussions.	Exams and participation.
3.	All sections	Lectures, readings, class exercises and discussions.	Exams and participation.
4.	Section 3	Lectures, readings, class exercises and discussions.	Exams and participation.
5.	Section 8	Lectures, readings, class exercises and discussions.	Exams and participation.
6.	Section 4	Lectures, readings, class exercises and discussions.	Exams and participation.

COURSE OUTLINE   **WEIGHTING**

1. The valuation of stock   12.5%
2. Income and expenditure accounts   12.5%
3. Manufacturing accounts   12.5%
4. Departmental accounts   12.5%
5. Financial statements for partnerships   12.5%
6. Goodwill for sole traders and partnerships   12.5%
7. Revaluation of partnership assets, and partnership dissolution   12.5%
8. Financial Analysis   12.5%

REQUIRED TEXT
Wood, F & Sangster, A (2008) *Business Accounting 1*, 11th Edition. London: Financial Times/Prentice Hall.

Note: The revised 10th edition is also acceptable. This can be obtained second-hand.

SUPPLEMENTARY READING
Brennan, T. (2004) *Fundamental Financial Accounting*, Limerick: Limerick Leader;
Britton, A. & Alexander, D. (2004) *Financial Reporting* (7th Edition), London: Thomson Learning;
Britton, A. & Waterston, C. (2005) *Financial Accounting* (4th Edition), London: Financial Times/Prentice Hall;
Wood, F & Sangster, A (2008) *Business Accounting 2*, 11th Edition, London: Financial Times/Prentice Hall.

TECHNICAL MATERIAL
Financial Accounting and Reporting Standards
- International Financial Reporting Standards (IFRS's)
- International Accounting Standards (IAS's)
  (Available from International Accounting Standards Boards website at www.iasb.org)

NEWSPAPERS AND JOURNALS
Irish Independent   *Business Week*
Irish Times   *Business & Finance*
Financial Times   *Finance Magazine*
Sunday Business Post *Fortune*
Business Plus   *Accountancy Ireland*

INTERNET REFERENCE
www.pearsoned.co.uk/wood   www.investopedia.com
www.accountingweb.co.uk   www.icai.ie
www.accaglobal.com   www.ft.com
www.askaboutmoney.com   www.bizplus.ie
www.financemagazine.com   www.oanda.com

ASSESSMENT/GRADING
The following must be completed satisfactorily by any student undertaking the standard assessment of the course:

Class Exam 1	15%
Class Exam 2	15%
Final Exam	70%
	100%

Grading
Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE
Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

IB208 Business law

Credits: 6
Credit level: Stage one
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Mr. Johnnie McCoy
email: jmccoybl@gmail.com

MODULE DESCRIPTION

This course is a study of the theories, practices, procedures, cases, decisions and issues involved in modern business law. It is an introduction to business law, in theory and in practice from decided cases so as to enable students to apply the law to their specific area(s) of business

MODULE LEARNING OUTCOMES

At the end of this class students will have:
1. Developed a comprehension of the kind of knowledge pertaining to business law.
2. Understood the different theories, concepts and methods of business law.
3. Developed an understanding of the legal system and its terminology.
4. An ability to use legal language to describe practices in business law and apply them to structured problems.
5. To successfully implement procedures and practices which comply with statutory provisions regulating civil liability and employment protection.
6. Demonstrated the know-how to apply the law in a rational manner in order to assist them to overcome difficulties which may arise in the business environment and/or to seek specialist legal advice.

TEACHING METHODS

Lectures, exercises, presentations, assignments, reading, group discussion, based upon the course of business law.

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises & discussions.	Assignment, exam & participation.
2.	All sections	Lectures, readings, class exercises & participation.	Assignment, exam & participation.
3.	All sections	Lectures, readings, lass exercises & participation.	Assignment, exam & participation.
4.	All sections	Lectures, readings, class exercises & participation.	Assignment, exam & participation.
5.	12	Lectures, readings, class exercises & participation.	Assignment, exam & participation.
6.	4-12	Lectures, readings, class exercises & participation.	Assignment, exam & participation.

Learning outcomes map

Course Outline   **Weighting**
1. Sources of law and administration of justice.   10%
2. The personnel of the law.   5%
3. Arbitration. Alternative dispute resolution. Comparison   5%

      with litigation. Preliminary meetings. Hearings.
4. Contract. Formation. Capacity to contract.   15%
5. Invalid contracts. Discharge. Remedies.   10%
6. Tort. Civil liability. Negligence and the duty of care.   15%
7. Vicarious liability.   5%
8. Defamation.   5%
9. Sale of goods and supply of services.   10%
10.   Consumer protection.   5%
11.   Agency.   5%
12.   Employment Law. Contracts of Employment.   10%
• Unfair Dismissals Act
• Equality Act 2000

Reading

Text

Doolan, B., (2004) *Principles of Irish Law*, Gill & McMillan.

Supplementary Reading

Keenan, A., (2008) *Essentials of Irish Business Law*, 5th edition, Gill & Macmillan, Dublin.
McDermott, P.A. (2001) <u>Contract Law</u>, LexisNexis UK, London.
Murphy, A. (2004) *Business & Company Law for Irish Students*, Gill & McMillan.
Stewart, E., (2004) *Arbitration Commentary and Sources*, Firstlaw.

Newspapers & Publications

Irish Independent
Irish Times
Sunday Business Post
Business Plus
Bar Review
Law Society Gazette

Internet websites

www.lawyer.ie
www.arbitrators.org
www.arbitration.ie

Assessment/Grading

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Class test: Complete a written test under exam conditions and within the allocated time, on one subject of the course outline.

Assignment: Complete a written paper that demonstrates the capacity for independent research and be submitted within the allocated time, on one subject of the course outline.

Exam: The Exam is in one section and is paper based. Essay style answers are required.

Assessment will take the form of:

Class test	10%
Assignment	20%
Final Exam	70%
	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Fina%20English%20Assessment%20and%20Standards%20 2009.pdf (page 21)

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

American College Dublin

IB209 PROBABILITY AND STATISTICS

Credits: 6
Credit level: Stage one
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Lecturer: Michael Clark

MODULE DESCRIPTION

A study of applying the concepts of probability theory to problems. Topics include data collection using different sampling designs, processing raw data, extracting relevant information from processed data, testing for the significance of this data, presenting statistical data in standard format and studying the basics of experimental design in business.

MODULE LEARNING OUTCOMES

At the end of this module students will have:
1. Developed a comprehension of the kind of knowledge pertaining to probability and statistics.
2. An ability to identify and collect the appropriate data using different sampling designs, and to process raw data from different areas of research.
3. Recognised and applied the elements of probability.
4. Demonstrate the ability to make decisions based on test of significance.
5. Apply the appropriate statistical techniques to analyse data.
6. The know how to extract good quality information from processed data and present statistical data in standard format.

TEACHING METHODS

Lectures, group and class discussions, group and individual exercises.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
2.	1 - 4	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
3.	5 - 7	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
4.	8, 11	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
5.	6 - 10	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
6.	All sections	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.

COURSE OUTLINE   Weighting

1.	Population and sampling	10%
2.	Organising data	10%
3.	Measures of central location	10%
4.	Measurers of dispersion	10%
5.	Rules of probability	5%
6.	Binomial probability model	10%
7.	Normal probability model	10%
8.	Statistical inference	10%
9.	Correlation	10%
10.	Linear regression analysis	10%
11.	Chi square test	5%

READING
Text

Using Statistics, James Reily, Gill and Macmillan, 2006 edition. This text has a support student website

Supplementary Reading

Basic Business Statistics; concepts and approaches by Berenson M.L, Levine D.M, Krehbiel T.C., Prentice Hall, 2006.
Introduction to the Practice of Statistics, Moore and McCable, 2006, Freeman.

MODULE REQUIREMENTS

Assessment

Assignment one	10%
Assignment two	10%
Mid term open book	20%
Positive Participation	10%
Final Test	50%
	100%

A formula list is provided in the final test.

Please bring a calculator to all teaching learning sessions.

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the NCEA Marks and Standards 2001, available at http://www.hetac.ie/pdf/hetac_marks_standards_2001.pdf (page 35).

ATTENDANCE

Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue.

IB300 MANAGERIAL ACCOUNTING

Credits: 6
Credit level: Stage two
Prerequisites: IB202, IB207
Mandatory: Yes
Contact hours: 40
Academic Year: 2020 - 2021
Semester: 1
Lecturer: Mícheál Ó Raghallaigh
Email: moraghallaigh@iamu.edu
Enrolment Key: IB300ACD

MODULE DESCRIPTION

The module offers an introduction to the role of the Management Accountant within the organisation. Cost terms and concepts are introduced, and we will also examine various cost accounting techniques that are available to the management accountant. Finally, we will examine the use of Information Technology as a tool to provide information for decision making.

INTENDED LEARNING OUTCOMES

At the end of this course students will:

1. Have gained an understanding of the theories, concepts and methods pertaining to Management Accounting;
2. Have acquired an appreciation of the interrelationship between Management Accounting and other business functions, particularly Financial Accounting;
3. Have an extensive understanding of the core cost terms and concepts;
4. Possess a comprehensive awareness and understanding of the distinction between various cost types, and how to allocate same;
5. Be able to use the appropriate technical language to distinguish between various cost types, and account for them accordingly using cost accounting techniques;
6. Possess the ability to analyse business environments using a range of appropriate spreadsheet tools.

MODULE OUTLINE

The class sessions will be a mixture of lectures, discussions (to the extent possible), and presentation of examples. We will review the organisational context of management accounting, as well as learning costing terms and techniques, and the use of spreadsheets. From the knowledge and skills learnt, we will analyse case studies and practical examples.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, guest speakers, readings, class exercises and discussions.	Exams and participation.
2.	Section 1	Lectures, readings, class exercises and discussions.	Exams and participation.
3.	Section 2	Lectures, readings, class exercises and discussions.	Exams and participation.
4.	Section 2	Lectures, readings, class exercises and discussions.	Exams and participation.
5.	Section 3	Lectures, readings, class exercises and discussions.	Exams and participation.
6.	Section 4	Lectures, readings, class exercises and discussions.	Exams and participation.

COURSE OUTLINE   **WEIGHTING**

1	The Role of the Management Accountant • The operating environment of the Management Accountant • Management Accounting as a tool for Decision Making & Control • Cost and Management Accounting versus Financial Accounting	15%
2	Cost Terms & Concepts • Production and Non-Production Costs • Fixed, Variable and Semi-Variable Costs. • Cost Objects, Cost Centres and Cost Units. • Accounting Entries for a Job Costing System.	15%
3	Cost Accounting Techniques • Elements of Costing including Accounting for materials, labour and overheads • Absorptions and Marginal Costing • Job, Batch and Process Costing • Joint and By-Product Costing	25%
4	Budgets • Budgeting and Budgetary Control • Cash Budgets • Co-Ordination of Budgets	25%
5	Standard Costing and Variance Analysis • Standard Costing • Materials and Labour Variances • Overhead and Sales Variances	10%
6	Current Developments in Management Accounting • Latest trends / Recent Developments	10%
		100%

REQUIRED READING

1. Wood, F., Sangster,A.(2018), *Business Accounting 1* 14th Edition. London: FT Prentice Hall;
2. Wood, F., Sangster,A.(2018), *Business Accounting 2* 14th Edition. London: FT Prentice Hall;
3. Horngren, C.T., Sundem, G, L.&Stratton, W.O. (2013) *Introduction to Management Accounting* 16th Edition. New Jersey: Pearson Education.

SUPPLEMENTARY READING

1. Drury, C. (2015), Management & Cost Accounting (9th Edition). London: Cengage Learning;
2. Garrisson, R., Noreen, E & Brewer, P (2015) Managerial Accounting (15th Edition) NY: McGraw Hill/Irwin.

Newspapers and journals

Irish Independent	*Accountancy Ireland*	*Finance Magazine*
Irish Times	*Business Plus*	*Fortune*
Financial Times	*Business & Finance*	*The Economist*
Sunday Business Post	*Business Week*	*Wall Street Journal*

INTERNET REFERENCE
www.ireland.com/newspaper/   www.ft.com
www.unison.ie/irishindependent/   www.actualidad.com/(index of world newspapers)

ASSESSMENT/GRADING
The following must be completed satisfactorily by any student undertaking the standard assessment of the course:

Class Exam	30%
Final Exam	70%
	100%

Grading
Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

American College Dublin

IB301 CORPORATE FINANCE

Credits:	6
Credit level:	Stage two
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020 - 2021
Semester:	1
Lecturer:	Mícheál Ó Raghallaigh
E-mail:	moraghallaigh@iamu.edu
Enrollment key :	IB301ACD

MODULE DESCRIPTION

The course introduces the students to the theories, practices, procedures and problems involved in modern corporate financial management. Financial analysis common to investment and business financial management decisions, with special attention to the analysis of corporate equity and debt securities will also be discussed.

INTENDED LEARNING OUTCOMES

At the end of this course, students will:

1. Have an in-depth understanding of the theories, concepts and methods pertaining to the field of corporate finance.
2. Possess an extensive up-to-date knowledge and understanding of the core areas of corporate finance, and the role of the financial manager.
3. Have mastered the specialised business skill of investment appraisal, including usage of discounted and non-discounted cash flow techniques.
4. Have the ability to exercise judgement on complex technical areas such as optimal management of working capital.
5. Possess the ability to analyse a business environment and select appropriate sources of finance accordingly.
6. The ability to apply problem solving across a range of corporate finance issues.

TEACHING METHODS

The class will be a mixture of lectures, discussions, examples and presentations. We will review case studies, compare theory to real life examples and from the knowledge and skills you learn analyse cases and the effects of certain decisions.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, guest speakers, readings, class exercises and discussions.	Assignments, exams and participation.
2.	Section 1	Lectures, readings, class exercises and discussions.	Assignments, exams and participation.
3.	Section 3-4	Lectures, readings, class exercises and discussions.	Assignments, exams and participation.
4.	Section 9	Lectures, readings, class exercises and discussions.	Assignments, exams and participation.
5.	Section 5-6	Lectures, readings, class exercises and discussions.	Assignments, exams and participation.
6.	Section 8	Lectures, readings, class exercises and discussions.	Assignments, exams and participation.

COURSE OUTLINE   WEIGHTING

1. Financial Objectives of the Business   10%
2. Mergers and Acquisitions   10%
3. Capital Budgeting – Comparative Cost, Payback period,   10%
    Accounting rate of Return
4. Capital Budgeting – Net Present Value,   10%
    Internal Rate of Return, Taxation & Risk
5. Sources of Finance – Short, Medium and Long Term   20%
6. Miscellaneous Sources of Finance   10%
7. Dividend Policy   10%
8. Cost of Capital and Capital Structure   10%
9. Working Capital   10%

REQUIRED READING

Megginson, W., Smart, S. & Lucey, B. (2008), *Introduction to Corporate Finance,* South Western Cengage Learning.

SUPPLEMENTARY READING

Power, T., Walsh, S. & O'Meara, P. (2005), *Financial Management: An Irish Text*, 2nd Edition, Gill & Macmillan;
Brealey, R., Myers, S. & Marcus, A. (2007), *Fundamentals of Corporate Finance*, 5th Edition, International Edition, McGraw Hill;
Financial Times (1997), *Mastering Finance*, FT/Pitman Publishing;
Sihler, W. W. (1994), *Cases in Applied Corporate Finance*, Harper Collins;
Stonham, P., & Redhead, K. (1995), *European Casebook on Finance*, Prentice Hall;
Sweeney, B. (2005), *Making Bread: The real way to start up and stay in business*, Liberties Press;
Branson, Richard (2007), *Losing My Virginity*, Virgin Books Limited.

NEWSPAPERS AND JOURNALS

Irish Independent	*Business Week*
Irish Times	*Business & Finance*
Financial Times	*Finance Magazine*
Sunday Business Post	*Fortune*
Business Plus	*Accountancy Ireland*

INTERNET REFERENCE

www.investopedia.com	www.accountingweb.co.uk
www.icai.ie	www.cengage.co.uk/megginson
www.accaglobal.com	www.ft.com
www.askaboutmoney.com	www.bizplus.ie
www.financemagazine.com	www.oanda.com

ASSESSMENT

Student's progress will be assessed by a project, a presentation, and an exam. The project must be typed and submitted on time. Any late papers may result in 1% of the mark being deducted, for each day beyond the deadline.

Assessment will take the form of:

Project Content	20%
Project Presentation	10%
Final exam	<u>70%</u>
	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Fina%20English%20Assessment%20and%20Standards%20 2009.pdf (page 21)

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

IB304 International law

Credits: 7

Credit level: Stage two

Prerequisites: IB304

Mandatory: Yes

Contact hours: 40

Academic Year: 2020 – 2021

Semester: 1,   14th September – 30th November

Email: jmccoybl@gmail.com

MODULE DESCRIPTION

This course is an introduction to legal issues facing the international business in theory and in practise from decided cases so as to enable students to apply the law to their specific area(s) of business.   It examines the role of private international law, the law of the European law and public international law in international trade. It requires the study of the terms of international trade agreements and international conventions on world trade.

MODULE LEARNING OUTCOMES

1. Have developed a comprehension of the kind of knowledge pertaining to international law.
2. Understand the different theories, concepts and methods of international law.
3. Have developed an understanding of international legal systems and their terminology.
4. Have gained the know-how in the course to identify problems and apply the law in a rational manner in order to assist them to overcome difficulties which may arise in the international business environment and/or to seek specialist legal advice.

TEACHING METHODS

Lectures, exercises, presentations, assignments, reading, group discussion, based upon the course in international law.   Due to the Covid 19 health restrictions, please refer to advice from College as regards distance and remote lecturing, that may take palce.

Learning outcomes map

Learning Content Delivery   Assessment

Outcomes

1. All   Lectures, readings   Class exercises,

Sections class exercises &   assignment, exam

discussions.   & participation.

2. Sections Lectures, readings Presentations

2-6 class exercises & & participation.

discussions.

Learning outcomes map

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises & discussions.	Assignment, exam & participation.
2.	All sections	Lectures, readings, class exercises & participation.	Assignment, exam & participation.
3.	All sections	Lectures, readings, lass exercises & participation.	Assignment, exam & participation.
4.	All sections	Lectures, readings, class exercises & participation.	Assignment, exam & participation.
5.	12	Lectures, readings, class exercises & participation.	Assignment, exam & participation.
6.	4-12	Lectures, readings, class exercises & participation.	Assignment, exam & participation.

Course Outline

 Weighting

1.   Introduction to international law and international   10%

Trade law. Public and private law distinguished;   Sources of international trade law; state jurisdiction;   Nationality and corporations.

2. Private international law. The applicable law in contract   20%

Disputes; the applicable law in tort (civil law) disputes. The recognition and enforcement of judgments under the Brussels and Lugano Conventions. A European private international law.

3. The law of the European Union.   20%

The international personality of the EU; historical background to treaties; the EU institutions; the legal framework of the EU's external trade policy; free movement of goods; free movement of workers, establishment and supply of services; competition law.

4. International law.   20%

Export contracts; the law of the international sale of goods; convention on contracts for the international sale of goods; transportation of export goods by land, air and sea; finance and insurance of exports.

5. International trade agreements.   10%

GATT; NAFTA; customs law.

6. Dispute settlement international trade law. 20%

The EU system. The WTO system; international commercial arbitration; Resolving e-commerce disputes.

REQUIRED TEXT

White, Fidelma, *Commercial Law*, Second Edition, Thompson Roundhall.

REQUIRED READING

D'Arcy, Murray and Cleave, *Schmitthoff's Export Trade,* Twelfth Edition Sweet and Maxwell.

Supplementary Reading

Hotchkiss, (1994) *International law for business*, McGraw Hill.

Wyatt and Dashwood, (2000) *European community law,* ,Sweet and Maxwell.

Wallace, (1997) *International law – a student introduction*, Sweet and Maxwell.

Binchy, 1988 *Irish conflicts of law,* Butterworths.

Forde, (1997) *Commercial law, second edition*, Butterworths.

Collier and Vaughan, (1999) *The settlement of disputes in international law*, OUP.

Maher, (1999) *Competition law alignment and reform*, Sweet and Maxwell.

Assessment/Grading

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Class test: Complete a written test under exam conditions and within the allocated time, on one subject of the course outline.

Essay: Complete a written paper that demonstrates the capacity for independent research and be submitted within the allocated time, on one subject of the course outline

Exam: The Exam is in one section and is paper based. Essay style answers are required. Please refer to the Office of the Registrar as to the format of the exam e.g. open book in a time limited period, if required in view of the Covid 19 situation.

Assessment/Grading

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Class test: Complete a written test under exam conditions and within the allocated time, on one subject of the course outline.

Assignment: Complete a written paper that demonstrates the capacity for

independent research and be submitted within the allocated time, on one subject of the course outline.

Exam: The Exam is in one section and is paper based. Essay style answers are required.

Assessment will take the form of:

Attendance & participation	10%
Class test	10%
Assignment/Essay	30%
Final Exam	50%
100%	

Grading

Please refer to the Office of the Registrar.

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

COVID-19 PROTOCOLS AS AT 14 SEPTEMBER 2020

Welcome to the 2020-21 academic year to all our students and staff!

As we seek to adapt to the ongoing challenges of covid-19, we ask our community to observe the current protocols provided below; these will be subject to amendment and development over the coming weeks in line with changing circumstances, and so will be superseded as required as the semester progresses by updated versions.

• Students and staff should wear face masks and/or face guards at all times in the College facilities (students and staff may bring their own supplemental protective or sanitary materials as they see fit);

• Students and staff should register their attendance through an electronic system when entering and leaving the College facilities, in order to assist in tracking and tracing should an infection outbreak occur in the College;

• College and class materials will be provided and should be used in electronic soft-copy formats inasmuch as is practicable;

• Students and staff should attend the College facilities only for the purpose of taking classes and conducting essential undertakings and, once those activities are over, should leave immediately;

• Hand sanitization devices should be used regularly;

• Students should comply with all covid-19 signs and all relevant guidances and directions from staff and teachers on physical distancing (including seating, movement and related interactions in the classroom environment), sanitization and healthy behaviour;

• Marked one-way systems and related signs should be observed in stairwells, corridors and other common areas;

• Students and staff should adhere to all current government-mandated physical distancing and other covid-19 guidelines;

• Student and staff interaction with administration should take place by appointment and whenever possible by videoconferencing or telephone;

• Staff and students are encouraged to download and activate the HSE Covid Tracker app;

• The College requests that any staff member or student who has a confirmed diagnosis of covid-19 stay away from the College facilities, self-isolate and inform the College's Lead Workplace Representative (see final item below) or any other appropriate member of staff immediately of the diagnosis, and also inform the HSE of the diagnosis;

• In the event that the College learns that a staff member or student has been diagnosed with covid-19, the College will follow the current HSE guidelines on how to proceed and inform the affected person and his or her contacts immediately of the procedure. This will likely involve the class group and any other known College contacts of the person being requested to stay away from the College, self-isolate and seek a covid test immediately; only upon receiving a negative test result will the relevant people be permitted to return to the College facilities and interact with the College community; the College will provide ongoing guidance based on HSE advice to all those affected in this circumstance and asks those concerned for their cooperation in resolving the situation;

• The College's Lead Workplace Representative for covid-19 is Rowland Crawte; Rowland may be contacted at rcrawte@iamu.edu for further guidance on covid-19 matters as necessary.

IB 305 INTERNATIONAL ECONOMICS

Credits:	6
Credit level:	Stage two
Prerequisites:	IB206
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020/2021
Semester:	2 (18th January 2021 - 7th May 2021)
Lecturer:	Mícheál Ó Raghallaigh
Email:	moraghallaigh@iamu.edu
Enrolment Key:	IB305ACD

MODULE DESCRIPTION

The course offers a study of the main components of International Economics, including exchange rates, balance of payments, and open economy macroeconomics. International trade and its limits as well as the practicalities of the global trade relations will be investigated. Emphasis will also be placed on the theories of economic development and the problems of developing countries.

INTENDED LEARNING OUTCOMES

Upon successful completion of this module the student will have attained the following learning outcomes:

1. To develop student's comprehension of the kind of knowledge pertaining to International Economics;
2. To encourage students to comprehend the many, often conflicting theories of economic development and to facilitate the gaining of insight into the assumptions, possibilities and limitations of each set of theories;
3. To develop student's critical awareness of the economic and financial difficulties facing developing and developed countries, the possible solutions to these problems and the importance of the International Monetary system;
4. To equip students with the ability to identify the importance of exchange rates and the balance of payments;
5. To enable the students to develop analytical skills regarding International Trade theories and their limits;
6. To develop students' understanding of the complexities of global trade relations and the particularities of international trade in the developing world.

TEACHING METHODS

Lectures, group and class discussions based on current articles from the business press and case studies or videos, guest speakers, analysis of case studies.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, group discussion, text and video analysis.	Class participation, assignments and exam.
2.	Sections 1	Lectures, group discussion, text and video analysis.	Class participation, assignments and exam.
3.	Sections 2-4	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.
4.	Sections 5-6	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.
5.	Sections 7	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.
6.	Sections 8-9	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.

COURSE OUTLINE   **WEIGHTING**

1. Economic development theories   15%
2. Fiscal policies, IMF and excessive debts   10%
3. Financial reforms and monetary policies   10%
4. The International Monetary System   10%
5. The determination of exchange rates   10%
6. The balance of payments   10%
7. Trade theories and protectionism   15%
8. Global trade relations   10%
9. Trade and development   10%

REQUIRED TEXT
Krugman, Paul R. & Obstfeld, Maurice, Melitz, Marc, *International Economics: Theory and Policy*, 11th Edition, 2018, Pearson Education.

SUPPLEMENTARY READING
Baker, Stephen A., *International Economics*, 2nd Edition, Blackwell Business, Oxford, 1995;
Carbaugh, Robert J., *International Economics*, 11th Edition, Thomson South-Western, 2008;

Cartwright, Roger, *The Globalization of Business*, Palgrave, MacMillan, Basingstoke, 2004;

Cullen, J. & McCoy, D. "Stability and Growth Pact: Benign or Malign Neglect?", *Irish Banking Review,* Spring 2004, pp. 2-14;

The Economist, *Pocket World in Figures 2005*, Profile Books, London, 2004;

Gelb, Alan, H. (ed.), *Can Africa claim the 21st century?,* World Bank, Washington D.C., 2000;

Kenen, Peter B. (ed.), *Managing the World Economy: Fifty years after Bretton Woods*, Institute for International Economics, Washington, 1994;

Lawler, K., & Seddighi, H., *International Economics: Theories, Themes and Debates*, Financial Times Prentice Hall, Harlow, UK, 2001;

Leddin, A., & Walsh, B., *The Macroeconomy of the Eurozone*, Gill & MacMillan, Dublin, 2003;

Levin, Jay, H., *A Guide to the Euro*, Houghton Mifflin Company, New York, 2000;

Stiglitz, J., *Globalization and Its Discontents*, Penguin, London, 2002;

Stiglitz, J., *The Roaring Nineties: Seeds of Destruction*, Penguin, London, 2003;

Todaro, Michael P. & Smith, Stephen C., *Economic Development*, 9th Edition, Pearson Addison Wesley, London, 2005.

NEWSPAPERS & PUBLICATIONS
Financial Times   Irish Times   Business Week
Irish Independent   Wall Street Journal   The Economist

INTERNET SITES
http://www.esri.ie/   http://www.cso.ie/
http://www.jimrogers.com   http://www.ft.com
http://www.unison.ie/irishindependent/   http://www.ireland.com
http://www.economist.com/   http://www.guardian.co.uk/
http://www.imf.int/   http://www.oecd.org/
http://www.worldbank.org/   http://www.wto.org/
http://www.bankofengland.co.uk/   http://www.ecb.int/
http://www.jubilee2000uk.org/   http://www.eubusiness.com/
http://www.north-africa.com/
http://www.allafrica.com
http://www.actualidad.com/ (index of world newspapers)
http://www.britainineurope.org.uk
http://www.afbis.com/analysis/index.htm
http://www.gca-cma.org (Global Coalition for Africa)
http://www.unaids.org
http://www.undp.org (UN Development Program)
http://www.bbc.co.uk/worldservice/africa/index.shtml
http://www-1.gsb.columbia.edu/ipd/ (Initiative for Policy Dialogue)
http://www.roughguides-betterworld.com

ASSESSMENT/GRADING

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Participation:	Students are expected to read in advance the material given in class. This will be the basis for class discussion. Students will be graded for participation based on their understanding of the materials and their capacity to answer the questions.
Assignment	Students will prepare a paper of 12 to 15 pages on a topic related to the material covered in class. **Due date**: 1st April 2021 Any late assignments will be subject to losing 1% of the *overall grade per day*.
Final Exam	The exam contains five questions and is two hours in length. Students must answer three out of five questions. The exam will cover material from the whole course.

Assessment will take the form of:

Participation	10%
Assignment (Written)	40%
Final exam	<u>50%</u>
	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the *HETAC Marks and Standards 2009,* available at *http://www.hetac.ie/docs/Assessmentandstandards2009.pdf* (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

IB 305 INTERNATIONAL ECONOMICS

Credits: 6
Credit level: Stage two
Prerequisites: IB206
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/2021
Semester: 2 (18th January 2021 - 7th May 2021)
Lecturer: Mícheál Ó Raghallaigh
Email: moraghallaigh@iamu.edu
Enrolment Key: IB305ACD

MODULE DESCRIPTION

The course offers a study of the main components of International Economics, including exchange rates, balance of payments, and open economy macroeconomics. International trade and its limits as well as the practicalities of the global trade relations will be investigated. Emphasis will also be placed on the theories of economic development and the problems of developing countries.

INTENDED LEARNING OUTCOMES

Upon successful completion of this module the student will have attained the following learning outcomes:

1. To develop student's comprehension of the kind of knowledge pertaining to International Economics;
2. To encourage students to comprehend the many, often conflicting theories of economic development and to facilitate the gaining of insight into the assumptions, possibilities and limitations of each set of theories;
3. To develop student's critical awareness of the economic and financial difficulties facing developing and developed countries, the possible solutions to these problems and the importance of the International Monetary system;
4. To equip students with the ability to identify the importance of exchange rates and the balance of payments;
5. To enable the students to develop analytical skills regarding International Trade theories and their limits;
6. To develop students' understanding of the complexities of global trade relations and the particularities of international trade in the developing world.

TEACHING METHODS

Lectures, group and class discussions based on current articles from the business press and case studies or videos, guest speakers, analysis of case studies.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, group discussion, text and video analysis.	Class participation, assignments and exam.
2.	Sections 1	Lectures, group discussion, text and video analysis.	Class participation, assignments and exam.
3.	Sections 2-4	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.
4.	Sections 5-6	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.
5.	Sections 7	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.
6.	Sections 8-9	Lectures, group discussion, case studies analysis.	Class participation, assignments and exam.

COURSE OUTLINE   WEIGHTING

1. Economic development theories   15%
2. Fiscal policies, IMF and excessive debts   10%
3. Financial reforms and monetary policies   10%
4. The International Monetary System   10%
5. The determination of exchange rates   10%
6. The balance of payments   10%
7. Trade theories and protectionism   15%
8. Global trade relations   10%
9. Trade and development   10%

REQUIRED TEXT

Krugman, Paul R. & Obstfeld, Maurice, Melitz, Marc, *International Economics: Theory and Policy*, 11th Edition, 2018, Pearson Education.

SUPPLEMENTARY READING

Baker, Stephen A., *International Economics*, 2nd Edition, Blackwell Business, Oxford, 1995;
Carbaugh, Robert J., *International Economics*, 11th Edition, Thomson South-Western, 2008;

Cartwright, Roger, *The Globalization of Business*, Palgrave, MacMillan, Basingstoke, 2004;

Cullen, J. & McCoy, D. "Stability and Growth Pact: Benign or Malign Neglect?", *Irish Banking Review,* Spring 2004, pp. 2-14;

The Economist, *Pocket World in Figures 2005*, Profile Books, London, 2004;

Gelb, Alan, H. (ed.), *Can Africa claim the 21st century?,* World Bank, Washington D.C., 2000;

Kenen, Peter B. (ed.), *Managing the World Economy: Fifty years after Bretton Woods*, Institute for International Economics, Washington, 1994;

Lawler, K., & Seddighi, H., *International Economics: Theories, Themes and Debates*, Financial Times Prentice Hall, Harlow, UK, 2001;

Leddin, A., & Walsh, B., *The Macroeconomy of the Eurozone*, Gill & MacMillan, Dublin, 2003;

Levin, Jay, H., *A Guide to the Euro*, Houghton Mifflin Company, New York, 2000;

Stiglitz, J., *Globalization and Its Discontents*, Penguin, London, 2002;

Stiglitz, J., *The Roaring Nineties: Seeds of Destruction*, Penguin, London, 2003;

Todaro, Michael P. & Smith, Stephen C., *Economic Development*, 9th Edition, Pearson Addison Wesley, London, 2005.

NEWSPAPERS & PUBLICATIONS
Financial Times   *Irish Times*   *Business Week*
Irish Independent   *Wall Street Journal*   *The Economist*

INTERNET SITES
http://www.esri.ie/   http://www.cso.ie/
http://www.jimrogers.com   http://www.ft.com
http://www.unison.ie/irishindependent/   http://www.ireland.com
http://www.economist.com/   http://www.guardian.co.uk/
http://www.imf.int/   http://www.oecd.org/
http://www.worldbank.org/   http://www.wto.org/
http://www.bankofengland.co.uk/   http://www.ecb.int/
http://www.jubilee2000uk.org/   http://www.eubusiness.com/
http://www.north-africa.com/
http://www.allafrica.com
http://www.actualidad.com/ (index of world newspapers)
http://www.britainineurope.org.uk
http://www.afbis.com/analysis/index.htm
http://www.gca-cma.org (Global Coalition for Africa)
http://www.unaids.org
http://www.undp.org (UN Development Program)
http://www.bbc.co.uk/worldservice/africa/index.shtml
http://www-1.gsb.columbia.edu/ipd/ (Initiative for Policy Dialogue)
http://www.roughguides-betterworld.com

ASSESSMENT/GRADING

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Participation:	Students are expected to read in advance the material given in class. This will be the basis for class discussion. Students will be graded for participation based on their understanding of the materials and their capacity to answer the questions.
Assignment	Students will prepare a paper of 12 to 15 pages on a topic related to the material covered in class. **Due date**: 1st April 2021 Any late assignments will be subject to losing 1% of the ***overall grade per day***.
Final Exam	The exam contains five questions and is two hours in length. Students must answer three out of five questions. The exam will cover material from the whole course.

Assessment will take the form of:

Participation	10%
Assignment (Written)	40%
Final exam	<u>50%</u>
	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the *HETAC Marks and Standards 2009,* available at *http://www.hetac.ie/docs/Assessmentandstandards2009.pdf* (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

American College Dublin

2 Merrion Square, Dublin 2.
Telephone: 676 89 39   Fax: 676 89 41   www.acd.ie

IB306 QUANTITATIVE BUSINESS ANALYSIS

Credits: 6
Credit level: Stage two
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Dr. Michael Clark

MODULE DESCRIPTION

In the course we study the theory and application of popular quantitative procedures currently used in business analysis and decision taking. Topics include the mathematics of finance, forecasting, probability networking analysis and Markov chains. The emphasis is on skills acquisition, and the application of theory to problem solving.

MODULE LEARNING OUTCOMES

At the end of this class students will have:
1. Developed a comprehension of the kind of knowledge pertaining to quantitative business analysis.
2. Understood the different quantitative theories, concepts and methods as they apply to business.
3. Developed the skills to solve quantitative financial problems.
4. To teach the student how to proceed logically from a data oriented situation to decision taking position.
5. To introduce the student to the analytical tools underpinning modern optimisation and planning models.
6. A training in the skills of interpretation of analytical results and report presentation.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
2.	All sections	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
3.	Section 1	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
4.	All sections	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
5.	3 – 12	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.
6.	All sections	Lectures, readings, and class discussions.	Assignments, exercises, exam and participation.

COURSE OUTLINE   **Weighting**

1. Financial mathematics; interest, annuities, sinking funds, present value, future value.   20%
2. Index number system.   10%
3. Time series forecasting.   15%
4. Utility theory and decision analysis.   10%
5. Markov chains as applied in finance and market research.   15%
6. Linear programming.   15%
7. Network analysis.   15%

<u>READING</u>

<u>Text</u>

Applied Mathematics, R.A.Barnett and M.T.Ziegler, Prentice Hall 2006
Business Mathematics and Statistics, Andre Francis, Thompson 2006
Calculators are essential in all teaching / learning sessions

ASSESSMENT/GRADING

Assignment One	10%
Assignment Two	10%
Mid Term open book	20%
Positive participation	10%
Final test	50%
	100%

A formal list is provided in the final test.

Calculators are essential in all teaching / learning sessions

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the NCEA Marks and Standards 2001, available at http://www.hetac.ie/pdf/hetac_marks_standards_2001.pdf (page 35).

ATTENDANCE

Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue

American College Dublin

2 Merrion Square, Dublin2
Telephone: 01 6768939   Fax: 01 6768941   www.acd.ie

IB307 E-COMMERCE AND INTERNET MARKETING

Credits: 6
Credit level: Stage two
Prerequisites: IB204
Mandatory: Yes
Contact hours: 36
Academic Year: 2020/21
Semester: 2
Lecturers: Paul Lydon

MODULE DESCRIPTION

An introduction to the basic concepts of e-commerce and the technology it employs. Topics covered include the unique business models it has created and the phenomena of internet marketing. Students will become familiar with internet fundamentals and ultimately create a web site encompassing the principles of successful e-commerce business models.

INTENDED LEARNING OUTCOMES

At the end of this module students will have:

1. A detailed knowledge and understanding of the foundations of e-commerce.
2. An appreciation of the technology infrastructure that forms the foundation of all e-commerce.
3. The ability to recognise and understand the business concepts and social-legal issues that surround the development of e-commerce.
4. The capacity to demonstrate a mastery of web authoring and multimedia design in terms of research, marketing and sales of a particular product or service.
5. The ability to act in variable learning environments and have the ability to enhance modern business strategy with internet fundamentals.
6. An extensive up-to-date knowledge and understanding of the real-world e-commerce experiences in retail and services, online media, auctions, portals, and social networks.

TEACHING METHODS

Lectures, exercises, assignments, readings and group discussions based on various aspects of E-commerce and the technology it employs.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	Sections 1-8	Lectures, readings, class exercises and discussions.	Class exercises, assignments, exam and participation
2.	Sections 3-5	Lectures, readings, class exercises and discussions.	Class exercises, exam and participation.
3.	Sections 6-8	Lectures, readings, class exercises and discussions.	Class exercises, exam and participation.
4.	Sections 3-8	Lectures, class exercises and discussions.	Class exercises, assignments, exam and participation.
5.	All sections	Lectures, readings, class exercises and discussions.	Class exercises, exam and participation.
6.	Sections 9-12	Lectures, class exercises and discussions.	Class exercises, assignments, exam and participation.

COURSE OUTLINE   Weighting

Foundation of e-commerce   *25%*
1. Introduction to e-commerce
2. E-commerce business models and concepts

E-commerce infrastructure   *30%*
3. The internet and world wide web: e-commerce infrastructure
4. Building an e-commerce web site
5. Online security and payment systems

Internet marketing   *25%*
6. E-commerce marketing concepts
7. E-commerce marketing communication
8. Ethical, social and political issues in e-commerce

E-commerce in action   *20%*
9. Online retailing and services
10. Online content and media
11. Social networks, auctions and portals
12. B2B e-commerce: supply chain management and collaborative commerce

RECOMMENDED TEXT
Chaffey, Dave (2011), <u>E-business & E-commerce Management</u>, Prentice Hall, 5th Edition

Supplementary Reading
Laudon, Kenneth and Traver, Carol (2012), <u>E-commerce 2012</u>, Pearson, 8th edition
Elias M. Awad, (2006) Electronic <u>Commerce, From Vision to Fulfilment, 3rd edition</u>
Chapman, Nigel and Chapman, Jenny (2007) <u>Digital Media Tools, 3rd edition</u>
Castro, Elizabeth (2000), <u>HTML for the World Wide Web</u>, Peachpit Press
Hofaker, Charles (1999), <u>Internet Marketing, Digital Springs</u>

Jelassi, Tawfik and Enders, Albrecht (2005), <u>Strategies for E-Business- Creating Value through Electronic and Mobile Commerce</u>, Prentice Hall
McGrath, Mike (2001), HTML in 4 Easy Steps, Computer Step
Curtis & Cogham (2002), <u>Business Information Systems</u>, Ft Prentice Hall, 4th edition

ASSESSMENT / GRADING

<u>Assessment</u>
The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Assignment: This is group project requires students to design a simple business web site consisting of at least four linked pages. They will present a report describing the key features of their business model and a demonstration of the site.

Exam: The examination consists of a series of interrelated questions based on the lectures.

Assessment will take the form of:

Assignment	50%
Final Exam	50%
	100%

<u>Grading</u>
Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Fina%20English%20Assessment%20and%20Standards%202009.pdf
(page 21).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

IB308 SUSTAINABLE BUSINESS

SYLLABUS

Lecturer: David Horgan [dhorgan@iamu.edu]

Moodle code: ib308dh

Credits: 6

Credit level: Stage one

Prerequisites: None

Mandatory: Yes

Contact hours: 40

Academic Year: 2020/21

Semester: 2

Lecturer: David Horgan

dhorgan@iamu.edu

Office Hours: Wednesdays (by Appointment)

MODULE DESCRIPTION

Introduces the student to the issues of sustainability and how these are impinging on the world of business. The course will examine the various international agreements and organisations that influence the relationships between business and sustainability. It will also examine the most important issues such as corporate social responsibility, the triple bottom line, eco-entrepreneurship and a range of strategic tools used by business in moving towards sustainability.

MODULE LEARNING OBJECTIVES

At the end of this course successful students will:

1. To develop in-depth understanding of the main issues of sustainability and their relationship to the world of business

2. To appreciate the relationship of globalisation, international trade, business ethics with business sustainability

3. To discuss and debate the main topics and issues concerning corporate social responsibility and the business environment

4. To understand the issues related to measurements associated with sustainable business

5. To develop a critical understanding of the link between sustainability, and innovation and requirements towards developing sustainable business

6. To appreciate the current debates around the idea of sustainable business

Learning Outcomes

Content Delivery Assessment

1. All Sections Lectures, readings, multimedia presentations

Class participation, Case-studies, Assignment, Final exam

2. Section

3, 4. Lectures, readings, multimedia presentations

Class participation, Assignment

5, 6. Lectures, readings, multimedia presentations

Assignments, exams

7. Lectures, readings, multimedia presentations,

Presentations, assignments and exams

8, 9.   Lectures, readings, multimedia presentations

Presentations, exams

10. Lectures, readings, multimedia presentations

assignments

TIME WEIGHTING

1. Sustainable development and international agreements	10%
2. Introduction to business sustainability	10%
3. Globalization, international trade and sustainability	10%
4. Business ethics and sustainability	10%
5. Corporate social responsibility	10%
6. Triple bottom line	10%
7. Measurements for sustainability	10%
8. Sustainability, innovation and eco-entrepreneurship	10%
9. Towards sustainable business	10%
10. Current debates on sustainability	10%

IB 308 SUSTAINABLE BUSINESS **– 2021 programme**

IB 308 Sustainable Business

1　What is Sustainable Business? Why it matters. Goals.
2　SB as a social quest for fairness. The precautionary principle.
3　Enemies of business, and how to protect yourself
4　Malthus, peak oil, and resources vs reserves.
5　Licence to Operate, Corporate Social Responsibility
6　Subsidies vs tax, keep fossil fuels in the ground?
7　Energy Outlook to 2040 - reducing carbon intensity
8　Anthropogenic global warming, models, solutions.
9　Re-use, recycling and/or replacement. Plastics, water.
10　How to reform healthcare?
11　Reading week.
12　Yunus' zero poverty, unemployment, and carbon emissions
13　Corporate duties on fairness, etc.
14　How to satisfy stakeholders sustainably.

READING LIST

Most of the lectures are based on publicly available reports or academic papers. These readings will be available on Moodle and students are expected to read these before coming to the class.

SUPPLEMENTARY READING LIST

State of the World Report 2013– Worldwatch Institute, Earthscan

Stareky R & Welford R 2001 (Editors) Business and Sustainable Development. Earthscan

Meadows. D, Randers. J, Meadows. D, 2005. Limits to Growth – the 30 year update. Earthscan

Business and the Environment 2000 – Harvard Business Review. Harvard Business School Press

Nattrass. B, and Altomare. M, 2006. The Natural Step for Business – Wealth, Ecology and the Evolutionary Company. New Society Publishers

Hawken. P, Lovins. A and Lovins. L, 1999. Natural Capitalism – creating the next industrial revolution. Little Brown

NEWSPAPERS & PUBLICATIONS   Irish Independent   Sunday Business Post   Business Week Irish Times   Wall Street Journal   Business & Finance Financial Times   The Economist   Newsweek

INTERNET WEBSITES

http://www.ireland.com/newspaper/   http://www.cso.ie/ http://www.guardian.co.uk/
www.comhar-nsdp.ie http://www.economist.com/   http://www.esri.ie/ www.bitc.ie
www.lazyenvironmentalist.com   www.thetriplebottomline.net
http://www.rprogress.org www.wbcsd.org

ASSESSMENT/GRADING

Assessment will take the form of:

Class participation: 10%

Term Project: 40%

Final exam: 50%

Total: 100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the grading system as outlined in the HETAC Marks and Standards 2001, available at: http://www.hetac.ie/pdf/hetac_marks_standards_2001.pdf (page 35).

Class participation 10% includes reward for prompt and diligent attendance, comments (including selective cold-calling), questions and debate.

Term Project (40%)

Each student has to pick a company and study its sustainability/CSR report along with other press coverage. The group has to analyse and present if and to what extent their chosen company follow sustainable business practices. Assessment will be in the form of 2000 words project report (30%) and presentation (10%). Project Report will be due on Monday, April 10th, 2016 and presentations will be conducted on Tuesday, April 11th, 2017.

Exam (50%)

The end of semester examination will be two hours long with students asked to answer 3 questions out of a total of 5. The exam will cover material from the whole course.

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see Academic Policies and Procedures in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

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IB309 BUSINESS RESEARCH METHODS

Credits: 6
Credit level: Stage two
Prerequisites: None
Mandatory: Yes
Contact hours: 30
Academic Year: 2020/21
Semester: 2
Lecturer: Mr Marc Gallagher

MODULE DESCRIPTION

This course is designed to enable students to acquire the necessary knowledge and skills to be able to successfully complete a significant research project in a business environment.   Students will be introduced to the complexities and differences in research methods currently being utilised in business-related research. Students will learn how to frame their research question, how to undertake the answering of that question, and how to present their work.

MODULE LEARNING OBJECTIVES

1. Students will identify and explore the major needs for research in business.
2. Students will be aware of the ethical issues involved in business research.
3. Students will understand the major approaches to business research and the methodological   choices   that   need   to   be   made.
4. Students will evaluate research topics, develop formal research questions and identify the variables to be measured.
5. Students will learn skills for accessing relevant sources for information.
6. Students will understand the different methods of data collection.
7. Students will comprehend the principles of quantitative and qualitative data analysis.
8. Students will develop the skills to carry out a research project and present the results.

TEACHING METHODS

Lectures, exercises, assignments, readings and group discussions, based on various aspects of business research.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	Section 1	Lectures, readings, class exercises and discussions.	Class exercises, assignments and participation.
2.	Section 6	Lectures, class exercises and discussions.	Class exercises and individual assignment.
3.	Section 4	Lectures, readings, class exercises and discussions.	Class exercises, group assignment and participation.
4.	Sections 2 & 5	Lectures, readings, class exercises and discussions.	Class exercises, group assignments, and participation.
5.	Sections 3 & 6	Lectures and class exercises.	Class exercises and group assignments.
6.	Sections 7-11	Lectures, readings, class exercises and discussions.	Class exercises, discussions and group assignments.
7.	Sections 12 & 13	Lectures and computer lab demonstrations.	Class exercises and group assignments.
8.	All sections	Lectures, readings, class exercises and discussions.	Class exercises and group presentations.

MODULE OUTLINE

Introduction to business research methods
Ethical issues in business research
Designing business research
Literature reviews
Introduction to data generation
Causation and Correlation, Validity and Reliability
Interviewing and focus groups
Surveys and sampling issues
Qualitative and quantitative research methods and data analysis
Writing a thesis

READING

Text
Saunders, M., Lewis, P., and Thornhill, A., *Research Methods for Business Students,* 4th Edition, Prentice Hall, 2007.

Recommended Supplementary Reading

Miller, R. L., Acton, C., Fullerton, D. A. and Maltby, J., *SPSS for Social Scientists,* Palgrave Macmillan, 2002.

T W Pavkov and K A Pierce, *Ready, Set, Go! A Student Guide to SPSS 11.0 for Windows,* McGraw Hill, 2003.

Pallant J. *SPSS Survival Manual*. Second Edition, Open University Press, 2005.

Mark L. Berenson and David M. Levine, *Basic Business Statistics: Concepts and Applications,* 7th Edition, Prentice-Hall, 1999.

D R Cooper and P S Schindler, *Business Research Methods*, 9th Edition McGraw Hill 2006.

Richard I. Levin and David S. Rubin *Statistics for Management*, 7th edition, Prentice-Hall International, Inc, 1998.

Terry Sincich, *Business Statistics by example,* Prentice-Hall International, Inc, 5th Edition, 1996.

MODULE REQUIREMENTS

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:

http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

Assessment

Student's progress will be assessed by preparation and participation, and by two assignments, one individual and one group-based. Hence, group-work, preparatory reading and self-directed learning will be key features of the teaching methodology for this module.

Assessment will take the form of:

Individual Assignment: Developing the Research Proposal	**45%**
Group Assignment: Collecting, Analysing and Presenting Data	**40%**
Class Preparation and Participation:	**15%**
	100%

ATTENDANCE

Attendance is compulsory. In the case of illness / non-attendance, it is the student's responsibility to contact the College office *prior* to the lecture in order to notify the lecturer. <u>A minimum of 80% attendance</u> is required for final Assignments to be marked. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue.

American College Dublin, Irish American University Plagiarism Statement

1. Academic Integrity
American College Dublin, Irish American University, seeks to develop a culture of integrity among faculty, staff and students. Honesty, fairness and trust are essential characteristics of integrity. Thus, in an academic community, academic honesty is a key principle. Acknowledging original sources of information and having respect for the rights of intellectual property are, therefore, fundamental.
Plagiarism is an act of academic dishonesty. To plagiarise and fail to appropriately acknowledge the sources that have been used is the antithesis of academic integrity.
A form of intellectual theft, plagiarism is viewed as a serious offence committed against academic staff, fellow-students, the college and the wider academic community. It involves reproducing another person's or group of persons' ideas or work, either in whole or in part, and deliberately misrepresenting this material as one's own.

2. Forms of Plagiarism
Plagiarism can take many forms, including, but not limited to:
(a) Presenting work authored by a third party (e.g. other students, friends, family members, individuals paid to complete work on one's behalf) as one's own.
(b) Presenting work that is copied directly or copied with only minor textual modifications from another source (e.g. journal articles, book chapters, websites, internet blogs, transcribed interviews, TV or radio programmes etc.).
(c) Paraphrasing a third party's work in whole or in part without acknowledging the source material. (The above is adapted from the UCD Plagiarism Statement, 2009).
Please note that referring to common knowledge or established facts (*e.g. Barack Obama is the current President of the U.S.A.)* does not constitute plagiarism.
Any submitted work which is an assessed component within a programme of study must include proper acknowledgement of all original sources through citation and referencing. ***Plagiarism is defined by the act and the end product***. Therefore, to claim that the act was unintended cannot be accepted as a justification or defence in cases of alleged plagiarism. ACD/IAU's plagiarism statement will be disseminated as widely as possible to all staff and students. All students are expected to familiarise themselves with this. ACD/IAU regards plagiarism as a serious offence.
Accordingly, if plagiarism is established, the student will be subject to the college's disciplinary procedures (see section 3.2 below).

3. Procedures
3.1 Procedures – General
All assessed coursework must be submitted with a completed and signed plagiarism declaration form, which reads as follows:
I/We certify that:
(1) I/We have read and understood the ACD/IAU statement on plagiarism.
(2) I/We understand that the college reserves the right to use detection technology to uncover cases of plagiarism.
(3) I/We understand that submitting plagiarised work will result in disciplinary procedures being invoked, up to and including, dismissal from college.
(4) I/We certify that this work is my/our own, and all sources have been acknowledged appropriately.
Signed:

3.2 Procedures - Disciplinary

1. In instances where a first offence has been established, the student's work will be downgraded. The scale of downgrading will be at the discretion of the member of academic staff to whom the work has been submitted, in consultation with the Head of Department, but will be proportional to the scale of the offence. In instances of appeal requests, the submitted work will be reviewed by the Head of Department. As part of the appeal process, the student may also be required to attend an interview with the academic staff member and the Head of Department.

2. If a further instance of plagiarism has been established, the student will be issued with a letter from the Academic Standards Committee (ASC) informing the student that s/he will be called before a hearing of the ASC to examine the instance of plagiarism. The student will be entitled to nominate one other person to accompany him or her at the hearing. However, the Registrar should be notified of such a nomination in advance of the hearing. If an offence has been clearly established, the outcome will be the award of grade F for the entire module for which the plagiarised work was submitted. The student will be issued with a formal written warning, a copy of which will be placed in the student's file. In the case of multiple instances of plagiarism being committed in the same semester, the student may be subject to the following penalties: dismissal from a module or number of modules, dismissal from the college for a specified time.

3. Following the issue of a first formal written warning from the ASC, in the event of a further instance of plagiarism being established, the student will be issued with a letter calling the student to a hearing of the ASC (following the same procedures as outlined in 2. above). The student will face further penalties such as, dismissal from a module or number of modules, dismissal for a semester, dismissal from the college. If dismissal from the college does not ensue, the student will be issued with a final written warning, a copy of which will be placed in the student's file advising him/her that any further offences will lead to dismissal from the college.

Appeals procedure

The College allows for appeals for students who have been sanctioned for academic dishonesty or have not been satisfied by the outcome of the grade review process. The student is required to write to the Quality Assurance Committee within fourteen days of being notified of the result of the academic discipline or grade review process. The Quality Assurance Committee reviews the salient facts and seeks to determine if there was evidence that was not taken into account or a questionable judgement made at the previous process. If the determination is that there is no new evidence or anything to suggest a questionable judgement, the appeal is dismissed and the student and the Academic Standards Committee are so informed immediately. If the determination is that the matter warrants further investigation, the Quality Assurance Committee refers it to the Executive Management Committee for reconsideration. The result of this is passed immediately to the student, the Quality Assurance Committee and the Academic Standards Committee. The decision of the Executive Management Committee represents the end stage of the College's appeals procedure.

IB401 INTERNATIONAL FINANCE

Credits:	6
Credit level:	Stage award
Prerequisites:	IB202, IB207, IB303
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020 - 2021
Semester:	1
Lecturer:	Mícheál Ó Raghallaigh
Email:	moraghallaigh@iamu.edu
Intranet Key:	IB401ACD

MODULE DESCRIPTION

Study of related aspects of the international monetary system, foreign exchange markets and international banking. Various financial operations of the multinational firm including sources of funds, foreign investment decisions and international transactions and taxation are included.

MODULE LEARNING OUTCOMES

At the end of this course students will have:

1. Developed a comprehension of the kind of knowledge pertaining to international finance.
2. Acquired a working understanding of the different theories, concepts and methods of finance pertaining to international organisations.
3. The capacity to recognise and develop new skills pertaining to financing and investing options.
4. The ability to select the appropriate skills required to manage economic exposure.
5. To determine the appropriate financial strategy for multinational firm.
6. Interpreted and implemented complex management options for exposure to foreign markets.

TEACHING METHODS

Lectures, tutorials and group discussions based on current articles from the business press, case studies, videos, etc.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises and discussions.	Class exercises, assignments, exam and participation.
2.	Sections 2 - 4	Lectures, class exercises and discussions.	Class exercises, assignments and participation.
3.	Sections 5, 7, 9, 11	Lectures, readings, class exercises and discussions.	Class exercises, assignments, exam and participation.
4.	Sections 5, 11	Lectures, readings, class exercises and discussions.	Class exercises, exam assignments, and participation.
5.	Sections 2	Lectures, readings and class exercises.	Class exercises, exam and assignments.
6.	Sections 4, 7 - 10	Lectures, readings, class exercises and discussions.	Class exercises, assignments and exam.

MODULE OUTLINE

1. Introduction to Multinational Financial Management
Chapter 1, Shapiro, *Multinational Financial Management*

2. Corporate Strategy and Foreign Direct Investment
Chapter 16, Shapiro, *Multinational Financial Management*

3. The Determination of Exchange Rates
Chapter 2, Shapiro, *Multinational Financial Management*

4. The Foreign Exchange Market
Chapter 7, Shapiro, *Multinational Financial Management*

5. Currency Futures and Options Markets
Chapter 8, Shapiro, *Multinational Financial Management*

6. Political Risk
Chapter 6, Shapiro, *Multinational Financial Management*

7. Measuring and Managing Foreign Currency Exposure
Chapter 10 & 11, Shapiro, *Multinational Financial Management*

8. Managing the Multinational Financial System
Chapter 20, Shapiro, *Multinational Financial Management*

9. Capital Budgeting for the Multinational Corporation
Chapter 17, Shapiro, *Multinational Financial Management*

10. International Financing and International Financial Markets
Chapter 12 & 13, Shapiro, *Multinational Financial Management*
NB: the BBC dvd series "The love of money" is highly relevant here.

11. Swaps and Interest Rate Derivatives
Chapter 9, Shapiro, *Multinational Financial Management*

READING

Text
Shapiro, Alan C. (2019) Multinational Financial Management, 11th Edition, Wiley.

Required Viewing ; "The Love of Money" [BBC 2009], also presentations by Peter Schiff 2005 to date [see Youtube]. Also "Inside Job" movie documentary.

Supplementary Reading
Ball, D.A., McCulloch, W.H., Jr., Geringer, M. & Minor, M.S. (2012) International Business, The Challenge of Global Competition, 12th edition, Irwin McGraw-Hill, Boston.

Newspapers & Publications

Business & Finance	Fortune
Business Week	Irish Independent
The Economist	Irish Times
Finance Magazine	Sunday Business Post
Financial Times	Wall Street Journal

Internet websites
http://www.unison.ie/irishindependent/
http://www.ireland.com/newspaper/
http://www.actualidad.com/ (index of world newspapers)
http://www.sbpost.ie
http://www.economist.com/
http://www.ft.com/
http://www.guardian.co.uk/
http://www.ida.ie/
http://www.nybot.com/
http://www.finance-magazine.com

MODULE REQUIREMENTS

Assessment
Student's progress will be assessed by one group assignment **(due by Wednesday 11th November 2020)** and an exam. Any late assignments will be subject to losing 1% of the *overall grade per day*.

Assessment will take the form of:

Group assignment	**30%**
Final exam	**70%**
	100%

Exam:
The exam paper is of 2 hour's duration and will consist of five questions (all carrying equal marks) of which three must be answered.

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE AND PUNCTUALITY
Full attendance is crucial and is monitored. It is the student's responsibility to call the College office to notify the lecturer of an illness. See Academic Policies and Procedures in the ACD Catalogue. Late arrivers may be refused admission to class.

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue.

American College of Dublin

2 Merrion Square, Dublin 2.
Telephone: 676 89 39   Fax: 676 89 41   www.acd.ie

IB405 INTERNATIONAL BUSINESS ETHICS

Credits: 6
Credit level: Stage award
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Dr Vincent McDonald

MODULE DESCRIPTION

Application of several ethical systems to contemporary issues of international business issues and how they operate in different economic political and cultural settings. Case studies include human rights and international marketing practices, etc.

MODULE LEARNING OBJECTIVES

At the end of this class, students will have:

1. A detailed comprehension of the kind of knowledge pertaining to business ethics and the use of ethical tools and techniques.
2. The ability to understand and recognise the role, problems, functions and skill requirements of middle and top management in evaluating and respecting ethical business issues for modern organizations.
3. Developed a critical awareness of the variables involved in business ethics in a cross-cultural environment.
4. Acquired a clear understanding of challenges faced by middle and top management in implementing a code of business ethics for the modern business organization in a European and Global environment.
5. The ability to identify problem-solving techniques used in making trade-off decisions as they relate to international business ethics.
6. Acquired the skills to analyse and solve International Business Ethics problems in a consistent manner.

TEACHING METHODS
Lectures, exercises, assignments, readings and group discussions, based on various case studies and text material.

LEARNING OUTCOMES MAP

Learning outcomes	Content	Delivery	Assessment
1	All sections	Lectures, exercises and discussions, articles and videos analysis	Class participation, written assignment, oral presentation and exam
2	Sections 2 – 5	Lectures, exercises and discussions, articles and videos analysis	Class participation, written assignment, and exam
3	Section 6	Lectures, exercises and discussions, articles and videos analysis	Class participation, written assignment, and exam
4	Section 8 – 9	Lectures, exercises and discussions, articles and videos analysis	Class participation, written assignment, and exam
5	Section 7	Lectures, exercises and discussions, articles and videos analysis	Class participation, written assignment, and exam
6	All sections	Lectures, exercises and discussions, articles and videos analysis	Class participation, written assignment, and exam

COURSE OUTLINE AND WEIGHTINGS

1. Introduction	4%
2. Social responsibility	13%
3. Ethical Issues in Business	13%
4. An ethical decision-making framework	13%
5. Individual Factors: Moral Philosophies and Values	13%
6. Organizational culture and ethical decision making	13%
7. Development of an Effective ethics programme	13%
8. Business ethics in a global economy	13%
9. European Environmental Issues	5%

REQUIRED TEXT

Ferrell, O.C., Ferrell, Linda & Fraedrich, John. (2008) *Business Ethics, Ethical Decision Making and Cases* (7th Ed.), Boston: Houghton Mifflin Company.

SUPPLEMENTAL LIST

Bell, D. *Ethical Ambition: Living a life of meaning and worth*, Bloomsberry, London, 2002.

Fisher, C & Lovell, A., *Business Ethics and Values*. Financial Times, Prentice Hall. 2006.

Lewis, R. *Cultural Imperative*, Intercultural Press, 2003

Shaw, Barry, *Moral Issues in Business*, 8th Edition. Wadsworth Publishing Company, 2001

ASSESSMENTS AND GRADING

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Participation	Students are expected to participate actively in class; they are expected to do all exercises given and reflect analytically on all reading materials given or videos.
Group Project	Student's progress will be assessed by a group project, part of which is an interim report to be submitted during week 4. The reports and the final submission must be typed and submitted on time. Any late papers will be subject to losing 1% of the *overall grade for each day they are late*.
Exam	Student will be finally assessed during a 3 hour final exam. The end of term exam will cover material from the whole course (lecture, course notes, and assigned readings in the course outline).

Assessment will consist of the following elements:

Group Project (Final Proposal)	35%
Interim Report	5%
Participation	10%
Final exam	50%
	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: http://www.hetac.ie/docs/Fina%20English%20Assessment%20and%20Standards%20 2009.pdf (page 21)

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

American College Dublin

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IB406 INTERNATIONAL INVESTMENT STRATEGIES

Credits: 6
Credit level: Award stage
Prerequisites: IB202, IB206, IB207, IB303, IB305, IB401
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Micheál Ó Raghallaigh

MODULE DESCRIPTION

Theories and practices used multinationally for investment purposes. Includes security analysis, portfolio management and analysis of the national economies and security markets.

MODULE LEARNING OUTCOMES

At the end of this module, students will have:

1. Acquired a clear understanding of the concepts and methods pertaining to International Investment Strategies.
2. Developed the skills necessary to evaluate investments.
3. Applied these skills of investment analysis to produce an investment portfolio and present the information in a legible manner.
4. Demonstrated the ability to integrate knowledge from economics, finance, marketing and management to assess investment opportunities.
5. Learned to act in variable and unfamiliar learning contexts by developing strategies to solve complex investment situations.
6. Learned to reflect on their own practice and reorganised their skill sets for investing in the future.

TEACHING METHODS

Lectures, tutorials and group discussions based on current articles from the business press, case studies, videos, guest speakers, etc.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, tutorials and class discussions.	Project and exam.
2.	Sections 5-9, 11-13	Lectures, readings, tutorials and class discussions.	Project and exam.
3.	Sections 3, 5, 7, 14	Lectures, readings, tutorials and class discussions.	Project.
4.	Sections 5-8	Lectures, readings, tutorials and class discussions.	Project and exam.
5.	All sections	Lectures, readings, tutorials and class discussions.	Project and exam.
6.	All sections	Lectures, readings, tutorials, and class discussions.	Project and exam.

COURSE OUTLINE   **Weighting**

1.	Investments: Background and Issues	5%
2.	Global Financial Instruments	5%
3.	Mutual Funds & Other Investment Companies	5%
4.	Investors and the Investment Process	5%
5.	Bond Prices & Yields	10%
6.	Macroeconomic & Industry Analysis	5%
7.	Equity Valuation	10%
8.	Financial Statement Analysis	10%
9.	Behavioural Finance & Technical Analysis	5%
10.	The Efficient Market Hypothesis	5%
11.	Risk and Return	10%
12.	Efficient Diversification	10%
13.	Capital Asset Pricing	5%
14.	International Diversification	10%

READING
Text

Bodie, Z., Kane, A., & Marcus, "Essentials of Investments", 6th edition – International edition, McGraw-Hill Inc., 2006.

<u>Supplementary Reading</u>

Bernstein, Peter L., "<u>Against the Gods, The remarkable story of risk</u>", John Wiley & Sons, New York, 1996.

Buffet, Mary & Clark, David, "<u>Buffettology</u>", Rawson Associates, New York, 1997.

Corrigan, John, "The Management of the National Pensions Reserve Fund", Irish Banking Review, Spring 2001, p.18-29.

Cunningham, M., "<u>Investment Advice for Life</u>", Bank of Ireland, 1998.

Financial Times, "<u>Mastering Finance</u>", FT/Pitman Publishing, London, 1997.

Financial Times, "<u>Mastering Investment</u>", FT/Prentice Hall, London, 2002.

Graham, B. "<u>The Intelligent Investor</u>", Collins, New York, 2006.

Investors Chronicle, "<u>Guide to Charting</u>", Pitman Publishing, London, 1996.

Mandelbrot, B. B. and Hudson, R. L., "<u>The (Mis)behaviour of Markets, A Fractal View of Risk, Ruin and Reward</u>", Profile, London, 2004.

Molly, A., "<u>The Irish Investment Market</u>", 2nd edition, Oak Tree Press, Dublin, 1996.

Morton, J. "<u>Investing with the Grandmasters</u>", FT Pitman Publishing, London, 1997.

Morton, J. "<u>Global Guide to Investing</u>", FT Pitman Publishing, London, 1996.

O'Loughlin, B. & O'Brien, F. "<u>Fundamentals of Investment</u>", Gill & MacMillan, Dublin, 2006.

O'Shaughnessy, "<u>What works on Wall Street</u>", McGraw-Hill, New York, 1998.

Rogers, J., "<u>Investment Biker</u>", Wiley, Chichester, 1995.

Rogers, J., "<u>Adventure Capitalist: The Ultimate Roadtrip</u>", Random House, New York, 2003.

Slater, J., "<u>The Zulu Principle</u>", Orion, London, 1992.

Stanyer, P., "<u>Guide to Investment Strategy: How to Understand Markets, Risk, Rewards, and Behavior</u>", Bloomberg Press, London, 2006.

Tanous, P. "<u>Investment Gurus</u>", New York Institute of Finance, New York, 1997.

NEWSPAPERS, PUBLICATIONS & LIBRARY FACILITIES

Business & Finance   Fortune Magazine   Proquest
Business Week   Irish Times
The Economist   Irish Independent
Finance Magazine   Sunday Business Post
Financial Times   Wall Street Journal

INTERNET SITES

http://www.fool.co.uk/10steps/step1.htm
http://www.ft.com *(access in library)*
http://www.unison.ie/irishindependent/
http://www.ireland.com/newspaper/ *(access in library)*
http://www.actualidad.com/ (index of world newspapers)
http://www.economist.com/ *(access in library)*
http://www.guardian.co.uk/
http://www.ecb.int
http://www.moneyworld.co.uk/
http://bigcharts.marketwatch.com/
http://www.ise.ie/marketinfo/fririshindex.htm
http://www.fool.com
http://www.global-investor.com/
http://www.nyse.com/
http://www.ftse.com/
http://www.nasdaq.com/
http://www.ibf.ie/pubs/review.shtml
http://www.jimrogers.com

ASSESSMENT/GRADING

Assessment

An individual project will be assigned in week one whereby students will select a portfolio of assets and monitor its progress over the length of the course. Weekly adjustments are permitted. A one page progress report ___must___ be submitted each week. All assignments must be typed and submitted on time. Any late papers will be subject to losing 1% of the *overall grade per day*. The final exam will cover material from the whole course.

Assessment will take the form of :

Individual Project - written	**24%**
Individual Project - preliminary	
and weekly reports	**6%**
Final exam	**70%**
	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2001, available at
http://www.hetac.ie/pdf/hetac_marks_standards_2001.pdf (page 35).

ATTENDANCE
Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue.

Irish American University

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IB407 / AF401,
STRATEGIC MANAGEMENT INFORMATION SYSTEMS

Credits: 6
Credit level: Stage award
Prerequisites: CSC100
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Aoife Mac Eoin

MODULE DESCRIPTION

An exploration of how information systems can help individuals, work groups and organisations to achieve greater productivity and information exchange. An introduction to a structured approach to system development, acquisition, and maintenance within an established system life cycle.

MODULE LEARNING OUTCOMES

At the end of this course students will have:
1. Developed a comprehension of the kind of knowledge pertaining to Strategic MIS.
2. Understood the structure of an organisation in the context of developing IS.
3. Appraised developments in IT infrastructure and emerging technologies.
4. Examined various key system applications, eg, ERP, CRM, SCM, DSS, ESS and
5. evaluated their relevance to various business processes.
6. Assessed a business' IS requirements and recommended solutions.
7. Gained competencies in the planning, designing and building an IT system.

TEACHING METHODS

Lectures, exercises, assignments, readings and group discussions, based on various aspects of MIS.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class exercises and discussions.	Class exercises, project, exam and participation.
2.	Sections 1,3	Lectures, readings, class exercises and discussions.	Class exercises, project, exam and participation.
3.	Section 2	Lectures, readings, class exercises and discussions.	Class exercises, project, exam and participation.
4.	Sections 4,6	Lectures, readings, class exercises and discussions.	Class exercises, project, exam and participation.
5.	All Sections	Lectures, readings, class exercises and discussions.	Project and participation.
6.	Sections 5,7	Lectures, readings, class exercises and discussions.	Class exercises, project, exam and participation.

COURSE OUTLINE   **Weighting**

Management system overview   10%
1. Information data and communication   15%
2. Company/management/technology structure   10%
3. MIS systems – ERP, CRM, SCM, Internet   18%
4. General system concepts   15%
5. Decision support systems – DSS, EIS etc   17%
6. Structured system analysis and design methodology (SSADM)   15%

READING

Text
Laudon, K. C. and Laudon, J. P., *Management Information Systems,* 10th edition, Prentice Hall, 2007.

Supplementary Reading
Graham Curtis, *Business Information Systems*, Addison-Wesley, 2nd edition, 2001.
Carrol W. Frenzel, *Management of Information Technology*, Course Technology 1999
T Lucey, *Management Information Systems*, Letts Educational, 8th edition, 2001.
Turban, McLean, Wetherbe, *Information Technology for Management*, John Wiley, 2000.
Parker & Case, *Management Information Systems*, McGraw-Hill, 2000.

Internet Websites	**Newspapers**

Internet Websites

http://www.ireland.com/newspaper/
http://www.irishindependent.ie
http://www.ebusiness.com
http://www.economist.com/
http://www.ft.com/
http://www.online.wsj.com/
http://www.kmworld.com/Articles/
http://www.businessweek.com/technology/
http://www.informationweek.com/
http://www.nytimes.com/
http://www.computerworld.com/
http://www.baselinemag.com/
http://www.fortune.com
http://www.marketingpower.com

Newspapers

Irish Times
Irish Independent
New York Times
Wall Street Journal
Financial Times
London Independent
London Times
Etc

MODULE REQUIREMENTS

Assessment

Student's progress will be assessed by an assignment and an exam. The assignment must be submitted on time. Any late assignments will be subject to a penalty of 10% of the overall grade per day.

Assessment will take the form of:

Project	IB: 50%	BAAF: 50%	Hospitality: 50%
Final examination	IB: 50%	BAAF: 50%	Hospitality: 50%
	100%	100%	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23.

ATTENDANCE
Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

ACADEMIC DISCIPLINE
Refer to the subsection on Academic Discipline in the current ACD Catalogue.

IB408 CONTEMPORARY GLOBAL CHALLENGES

Credits: 6
Credit level: Stage award
Prerequisites: IB305
Mandatory: Yes
Contact hours: 40
Academic Year: 2020/21
Semester: 2
Lecturer: Dr Vincent McDonald

COURSE DESCRIPTION

This module concentrates on the recent dynamics of the global environment focusing on the changes in the geopolitical and economic map, the crisis in the Western World, the power of states in market economies, the central role played by innovation and technology in development and the challenging global imbalances, such as commodity markets and environmental issues.

INTENDED LEARNING OUTCOMES

At the end of this course students will have:
1. Developed a comprehension of the kind of knowledge pertaining to contemporary global issues;
2. Developed the analytical skills to examine different contemporary economic scenarios;
3. The ability to integrate knowledge and analyse information regarding the role and power of the state in economic markets;
4. Acknowledged the vital role played by technology and innovation in a knowledge economy to generate economic growth and development;
5. A critical understanding of the general ideological implications of the current upheavals occurring in the Western World;
6. Learned to generate appropriate opinions as to possible outcomes of the current global imbalances.

TEACHING METHODS

Lectures, group and class discussions based on current articles from the business press and case studies or videos, guest speakers, analysis of case studies.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Case study analysis, group and class discussion, and lectures.	Class participation, assignments and exam.
2.	Section 2	Case study analysis, group and class discussion, and lectures.	Class participation, assignments and exam.
3.	Section 3	Case study analysis, group and class discussion, and lectures.	Class participation, assignments and exam.
4.	Section 4	Case study analysis, group and class discussion, and lectures.	Class participation, assignments and exam.
5.	Section 5	Case study analysis, group and class discussion, and lectures.	Class participation, assignments and exam.
6.	Section 6	Case study analysis, group and class discussion, and lectures.	Class participation, assignments and exam.

COURSE OUTLINE   **WEIGHTING**

1. Founding theories and contemporary market economies   15%
2. Major changes in the geopolitical map   10%
3. Innovation, technology and knowledge   15%
4. Power of States and TNCs   15%
5. Crisis of the Western model   15%
6. The European turmoil   15%
7. Global imbalances and challenges   15%

REQUIRED TEXT

Blanchard O., Amighini, A., Giavazzi, F. (2010), *Macroeconomics: a European perspective,* Harlow: FT Prentice Hall, Pearson Education.

READINGS

Baldwin, R., Wyplosz, C. (2006), *The economics of European Integration*, 2nd Ed., New York: McGraw-Hill Education, McGraw-Hill;
Brancaccio, E., Fontana, J. (2011), *The global economic crisis: new perspectives on the critique of economic theory and policy,* Eds., Routledge;
Carbaugh, R., J. (2011), *Global Economics,* 13th Ed., South-Western Cengage Learning;
Dicken, P. (2011) "*The Global Shift"*, 6th Edition, Sage Publication, London;

Ehrenreich, B. (2001) *Nickel and Dimed*, Granta Books, London;

Ehrenreich, B. (2006) *Bait and Switch*, Granta Books, London;

Friedman, T. (2005) *The World is Flat, A Brief History of the 21st Century,* Harper Collins, New York;

Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, Princeton;

Glyn, A. (2006) *Capitalism Unleashed: Finance, Globalization, and Welfare*, Oxford;

Hertz, N. (2001) *The Silent Takeover, Global Capitalism and the Death of Democracy*, Arrow Books;

Howells, J. and Michie, J. (eds., 1999), *Innovation Policy in a Global Economy*, New York: Cambridge University Press, pp.163-184;

Kierzkowski, H. (ed., 2002), *Europe and Globalization*, New York: Palgrave Macmillan, London;

Kogut, B. and Zander U. (1993) 'Knowledge of the Firm and the Evolutionary Theory of the Multinational Corporation', *Journal of International Business Studies* 24 (4): 625-45;

Kierzkowski, H. (ed., 2002), *Europe and Globalization*, New York: Palgrave Macmillan;

Krugman, Paul R. & Obstfeld, M., Melitz, M. (2011*), International Economics: Theory and Policy,* 9th edition, Harlow: Addison-Wesley;

O'Brien, R. and Willams, M. (2003) *Global Political Economy: Evolution and Dynamics,* Palgrave MacMillan;

O'Higgins, E.R.E. 2002. Government and the creation of the Celtic Tiger: Can management maintain the momentum? *Academy of Management Executive*, 16(3): 104-120;

Smith, R., El-Anis, I., Farrands. C. (2011), *International Political Economy of the 21st century: contemporary issues and analysis,* Harlow: Longman, Pearson Education;

Soros, G. (1999) *The Crisis of Global Capitalism*, Little Brown, New York;

Soros, G. (2000) *Open Society: Reforming Global Capitalism*, Public Affairs, New York;

Stiglitz, J. (2002) *Globalization and Its Discontents*, Penguin, London;

Stiglitz, J. (2003) *The Roaring Nineties: Seeds of Destruction*, Penguin, London.

NEWSPAPERS & PUBLICATIONS

Financial Times	*Irish Times*	*Business Week*
Irish Independent	*Wall Street Journal*	*The Economist*

INTERNET SITES

http://www.wsj.com	http://www.ft.com
http://www.ireland.com	http://www.hm-treasury.gov.uk/
http://www.economist.com/	http://www.guardian.co.uk/
http://www.imf.int/	http://www.oecd.org/
http://www.worldbank.org/	http://www.wto.org/
http://www.bankofengland.co.uk/	http://www.ecb.int/

http://www.eubusiness.com/

http://www.actualidad.com/ (index of world newspapers)

http://www.afbis.com/analysis/index.htm

http://www.undp.org (UN Development Program)

http://www.bbc.co.uk

http://policydialogue.org/

ASSESSMENT/GRADING

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Participation:	Students are expected to read in advance the material given in class. This will be the basis for class discussion. Students will be graded for participation based on their understanding of the materials and their capacity to answer the questions.
Group presentation	Students will prepare a 20mn presentation on a topic related to the material covered in class. **Due date**: Any late assignments will be subject to losing 1% of the *overall grade per day*.
Individual assignment	Students will prepare a paper of 1500 words on a topic related to the material prepared in class. **Due date**: Any late assignments will be subject to losing 1% of the *overall grade per day*.
Final Exam	The exam contains 6 questions and is 3 hours long. Students must answer 3 questions out of 6. The exam will cover material from the whole course.

Assessment will take the form of:

Individual assignment	20%
Group presentation	20%
Participation	10%
Final exam	50%
Total	**100%**

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at:
http://www.hetac.ie/docs/Fina%20English%20Assessment%20and%20Standards%202009.pdf (page 21).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.

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IB409 INTERNATIONAL BUSINESS: THEORY AND POLICY

Credits:	6
Credit level:	Stage award
Prerequisites:	Capstone
Mandatory:	Yes
Contact hours:	40
Academic Year:	2020/21
Semester:	2
Lecturer:	Micheál Ó'Raghallaigh

MODULE DESCRIPTION

The course introduces the students to the theory and practice of determining and implementing policies in Multinational corporations. Actual case studies of global business organizations, including the determination of top-level company policy in such functional areas as global marketing international finance, and production are studied in the course.

INTENDED LEARNING OUTCOMES

At the end of this class, students will have:

1. A clear understanding of the concepts and methods pertaining to Theory and Policy in International Business. The student will also review basic fundamental concepts in accounting/finance, human resources management, marketing and economics;
2. Acquired a mastery of strategies at the corporate level, business unit level and functional level;
3. Developed the skills and knowledge required to analyse different business scenarios;
4. Gained competencies in their role within the project group. They will have developed abilities in terms of group dynamics and organization, consensus and persuasion within this group;
5. The ability to learn to act in variable and unfamiliar learning contexts by developing strategies to solve complex international business situations;
6. The capacity to create a sense of their own value system in respect of others.

TEACHING METHODS

Lectures, group and class discussions based on current articles from the business press and case studies or videos, guest speakers, analysis of case studies.

LEARNING OUTCOMES MAP

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, group discussion, case studies analysis.	Class participation, case studies presentation, written case studies, and exam.
2.	Sections 1-2	Case study analysis, group and class discussion, and lectures.	Class participation, case studies presentation, written case studies, and exam.
3.	Sections 3-4	Case study analysis, group and class discussion, and lectures.	Class participation, case studies presentation, written case studies, and exam.
4.	All sections	Lectures, group discussion, case studies analysis.	Class participation, case studies presentation, written case studies, and exam.
5.	Sections 5-7	Case study analysis, group and class discussion, and lectures.	Class participation, case studies presentation, written case studies, and exam.
6.	Sections 8	Case study analysis, group and class discussion, and lectures.	Class participation, case studies presentation, written case studies, and exam.

COURSE OUTLINE   **WEIGHTING**

1. The strategic management process   13%
2. Establishing company direction, strategic vision, objectives, strategy   15%
3. Company's external environment   15%
4. Company resources and competitive capabilities   15%
5. Strategies and competitive advantage   15%
6. Supplementing chosen competitive strategies   15%
7. Strategy and competitive advantage in diversified companies   12%

REQUIRED TEXT

Crafting and Executing Strategy: The Quest for Competitive Advantage: Concept and Cases, Thompson, Strickland and Gamble Mc Graw Hill, 18th edition, 2013.

It is obligatory for the students to buy this book since photocopies are limited by the copyright agreements.

SUPPLEMENTAL READING

Griffin, *Management*, Houghton Mifflin, 7th edition, 2003;

Philip Kotler, Gary Armstrong, John Saunders, Veronica Wong, *Principles of Marketing,* Prentice Hall, Third European edition 2001;

Stephen P, Robbins, *Organizational behavior*, Prentice Hall, 9th edition, 2001;

David W. Cravens, *Strategic Marketing*, seventh edition, 2002.

Philip Evans and Thomas S. Wurster, *Blown to Bits; how the new economics of information transform strategy*, Harvard Business School Press, 2002;

John Kotter, *The heart of change*, Harvard Business School Press, 2002;

Ben Schneiderman, *Leonardo's laptop, human needs and the new computing technologies*, MIT Press, 2002;

Hidi Mansen and Tim Rhoner, *The Venture Imperative: a new model for corporate innovation*, Harvard Business School Press, 2002;

Mahoney, J.T. (2004), *Economic Foundations of Strategy*, Sage Publications, London ISBN 1412905435.

ASSESSMENTS/GRADING

Assessment

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

Participation:	Students are expected *to read in advance the case study described in the course outline*. *This will be the basis for class discussion*. Students will be graded for participation based on their understanding of the case and their capacity to answer the questions.
Assignment 1:	Students will have to present orally one case study. Visual aids, and/or power presentations are required. Presentation should not last more than 20 minutes. **Presentations starts**
Assignment 2:	Students will prepare a project review and case study on an international or transnational company of their choice. **Due date:** Group Project presentations should not last more than 20 minutes and the written presentations should be 2,000 words minimum excluding appendix. **Due date:** – **Presentations starts**
Exam:	15 days ahead of the exam day, student will be handed out a case study by the lecturer or the Academic Office. The exam is paper based and students must answer all four questions based on the case study.

Assessment will take the form of:

Participation:	7 %
Oral Presentation:	18 %
Group Project:	25 %
Final examination:	50 %
Total	100%

Grading

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf (page 23).

ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see Academic Policies and Procedures in the ACD Catalogue and the QA Manual).

ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

American College Dublin

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IB410 INTERNSHIP

Credits: 12
Prerequisites: Capstone
Mandatory: Yes
Contact hours: 320 hours work placement; 10 hours faculty supervision
Academic year: 2020/21

MODULE DESCRIPTION

This is a capstone module for the degree. Students will participate in a 320-hour internship in a business environment. Students will be expected to communicate with their academic supervisor regularly and produce a research paper at the end of the internship.

INTENDED LEARNING OUTCOMES

At the end of this module, students will have:

1. A knowledge of the working business environment and how to act effectively within it;
2. Gained an ability to analyse various business environments and prescribe appropriate solutions to meet the requirements of the firm;
3. Applied advanced skills learnt in the degree course to conduct research;
4. Learned to act in variable and unfamiliar learning contexts within the organisation;
5. Gained the skills to contribute creatively to the process of business development, whilst utilising the advanced skills learnt in the degree course;
6. Demonstrated interpersonal skills of effective listening and presentation, with both colleagues and, where applicable, clients;
7. Gained an appreciation of cultural perspectives and beliefs and how they are manifested in the workplace;
8. Participated constructively in team environments;
9. Acted effectively under guidance of the work and academic supervisors;
10. Learned to manage learning tasks independently, professionally and ethically within the work environment;
11. Developed the capacity to be socially and ethically responsible, in a personal and corporate capacity;
12. Students will be able to express a comprehensive, internalised, personal worldview manifesting solidarity with others in an industry setting.

LEARNING OUTCOMES MAP

Learning Outcomes	Delivery	Assessment
1.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
2.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
3.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
4.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
5.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
6.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
7.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
8.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
9.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
10.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
11.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.
12.	Internship, Practical Experience	Daily and weekly logs, Supervisors assessment and Final Report.

ACADEMIC AND ON-SITE SUPERVISION DURING THE INTERNSHIP

The College works with the student in finding a suitable internship. During the first semester the student must submit an Internship Request Form. This asks students to list areas in which they would like undertake an internship, and what they expect to achieve from the placement. Once an internship site has been identified and, following approval by the College and a successful interview, the internship agreement form should be signed by all parties and the internship can commence.

Once underway, it is the intern's responsibility to stay in regular contact with the College, particularly with regard to any areas of concern that arise in the course of the placement. The Internship Supervisor at the Internship site will help the student complete the weekly evaluation sheets. These should be kept in the Internship file with any other information relevant to the Internship.

SEMINARS
There will be two seminars before the internship and two during the internship as well as one-to-one meetings with the Academic Supervisor. These will prepare students for the internship, provide them with a forum for discussion about their experiences within the internship, and examine the cultural aspects of the workplace.

Seminar content
1. Review of syllabus and assessment requirements
2. Application of theory to internship
3. Preparation of daily logs and report
4. Discussion of challenges faced in internship

MODULE REQUIREMENTS

Assessment

Students will be assessed according to the following:

Daily and weekly logs	10%
Internship Supervisor's mid-point assessment	10%
Internship Supervisor's final-point assessment	20%
Final Report	60%
	100%

Daily and weekly logs
Students will complete the attached documentation and submit it with the Internship Report at the end of the Internship placement.
1. Journal of daily activities (daily logs) including:
   - A brief summary of the work done each day.
   - A description of a problem that might have arisen during the day or a concern that the student had about the handling of a specific situation.
   - A description of how the student would have handled the problem or situation.
   - A reference to specific readings in any of the texts for the course or any other written materials relevant to the course and Internship outlining suitable problem - solving techniques.
   - Personal reflections.
2. Completed weekly supervisor evaluation sheets. The student and supervisor must complete the weekly evaluation sheets together at the end of each week.

Mid-point and final assessments
The Internship Supervisor will email or post the mid-point and final assessments to the Academic Supervisor.

Internship Report
Students will also produce a report of a maximum 5,000 words at the end of the Internship. This report is to include all of the daily log sheets and the weekly assessment reports given to the students before the start of the Internship. Students should try to discuss the following topics when writing their Internship Report:

- Company Background: history, financial background, organizational chart, management process, leadership style, teamwork, operations management, etc.;
- Student activities: Description of student's roles and duties within the company. Cultural differences encountered;
- Application of theories studied: Analysis of theories undertaken during their degree and their application to the Internship;
- Description of problems: Any problems encountered and solutions sought;
- Student's reflection on the internship;
- Recommendations for the company.

These are only suggestions since topics discussed will depend on the nature, context of the Internship, and the duties and responsibilities given to the student. However, it is important that student follows the recommended structure for the writing of their Internship Report:

- Executive summary;
- Table of contents; including page numbers;
- Introduction;
- Subjects discussed; this is the main part of the report presenting not only a description but also an analysis;
- Conclusions and recommendations;
- Bibliography;
- Appendices; including a list of the appendices with their titles and number.
-

MLA referencing system should be used throughout the report. Marks will be deducted for inadequate referencing.

Important dates
Internship start date:
Mid-term evaluation to be submitted by supervisors by the end of Week 5 of the internship.
Final evaluation to be submitted by supervisors at the end of the internship.
Internship end date:
Draft of Final Report to be emailed within two week of completion of internship.
Final report (hardcopy/email) to be submitted within four weeks of completion of internship.

Grading
Each component of the course will be assessed separately.

ATTENDANCE
Students must attend the internship site punctually; in the case of illness or other reasons for not attending, the student must advise the internship site and the college as soon as possible.

American College Dublin
1 Merrion Square, Dublin 2, Ireland

BA (Honours) in Liberal Arts

Module information

Stage	1
Semester	Semester 2
Module title	The Enlightenment
Module number/reference	LIB208
Module status (mandatory/elective)	Mandatory
Module ECTS credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	David Webb

Contact hours per week				Non-contact hours per week			Total effort
Lecture	**Practical**	**Tutorial**	**Seminar**	**Assignment**	**Placement**	**Independ-ent work**	
3				5			8
Allocation of marks							
	Continuous assessment	**Project**	**Practical**	**Final examination**	**Total (100%)**		
Percentage contribution	40			60	100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. appreciate the different ways in which historians and other scholars and commentators have understood and interpreted the Enlightenment, during and since the period;
2. discuss the socio-cultural and intellectual context of the late seventeenth and eighteenth centuries which shaped, and was shaped by, the Enlightenment;
3. understand the influence of Enlightenment ideas on socio-political and economic thought and action, including liberalism, republicanism, the emergence of political economy, early feminism, and the antislavery movement;
4. become familiar with the role of the Enlightenment in enhancing understanding and cultural exchanges between Europe and the rest of the world;
5. appreciate the role of the Enlightenment in changing perceptions and applications of religion and science;
6. understand the relevance of the Enlightenment to today's world.

Module objectives

The aim of the module is to examine the ideas and related social, cultural and intellectual contexts of the late seventeenth and eighteenth centuries in Western Europe, which collectively are known as the Enlightenment. This was a period of increasing literacy, growing industrialisation, and revolutionary socio-political change in Western Europe and America. The purpose of the course is to acquaint learners with the historical processes within which the works of thinkers such as Diderot, Hume, Kant, Montesquieu, Locke, Rousseau, Voltaire and others were generated, and the influence of Enlightenment figures such as these on those historical processes.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics, each of which is introduced and contextualized by a corresponding chapter in the required reading text:

- historiography of the Enlightenment;
- social context of the Enlightenment;
- politics, government and the Enlightenment
- counting commerce: political economy;
- mapping the world: exploration and cross-cultural contact;
- slavery in an enlightened world;
- gender and gender relations;
- the rise of science;
- is god dead?: religion and the Enlightenment;
- Enlightenment then and now.

Reading lists and other learning materials

Required reading

Dorinda Outram, *The Enlightenment*, Cambridge University Press, 2005;
Roy Porter, *The Enlightenment,* Basingstoke, 1990; 2001.

Supplementary reading

Timothy Blanning, *The Pursuit of Glory* (1648 – 1815), London: Penguin, 2007

Isaac Kramnick, *Enlightenment Reader*, London: Penguin, 1995.
Darrin Mc Mahon, *The Pursuit of Happiness,* London: Penguin, 2006
John Merriman, *A History of Modern Europe since the Renaissance*, 2 vols. (1996 and second edition 2002)

Websites

http://plato.stanford.edu/
http://www.besthistorysites.net/EarlyModernEurope_Scientific.shtml
http://www.britannica.com/EBchecked/topic/188441/Enlightenment
http://www.history1700s.com/articles/article1006.shtml
http://www.gradebook.org/Enlightenment.htm
http://history-world.org/age_of_enlightenment.htm
http://weuropeanhistory.suite101.com/article.cfm/the_enlightenment
http://www.newworldencyclopedia.org/entry/Age_of_Enlightenment
http://www.allabouthistory.org/age-of-reason.htm
http://weuropeanhistory.suite101.com/article.cfm/god-and-nature-in-the-age-of-reason
http://classiclit.about.com/od/enlightenment/Enlightenment.htm

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching

provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- *Active class participation is strongly encouraged*. Each learner will be designated a regular pre-class reading task. *Learner participation* is factored into the final mark for 'participation', which is worth 15% of overall marks; the presentation and research paper represent 5% and 20% of overall marks respectively. The combined components above constitute the continuous assessment element of the course (40%);
- Final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

LIB208 Enlightenment: Presentations and assignments:

The presentation and the assignment must be on the same topic. The presentation entails a short exposition to the class of your research to date, and its main focus. You should choose from one of the topics below.

Analyse the contribution of <u>one</u> of the following to the development of Enlightenment:

- Marquis de Condorcet

- Émilie du Chatelet

- Denis Diderot

- Benjamin Franklin

- David Hume

- Thomas Jefferson

- Immanuel Kant

- Baron de Montesquieu

- Thomas Paine

- Adam Smith

- Mary Wollstonecraft

You may suggest alternative topics, but you should consult me in advance.

A draft plan of the topic for presentation / assignment must be submitted by Friday, 13 March. The written assignment of at least 2,000 words is worth 20% of overall marks. It is essential to provide a bibliography with **<u>at least two textbooks</u>** included. Otherwise, your assignment will not be accepted. Citation and referencing should follow the MLA format. The 20% of marks awarded for the assignment will be divided as follows: content (15%); bibliography, citation and referencing (5%).

- **Please note that week, 16 – 20 March is reading week.**

- **The presentations will take place on 7 and 9 April.**

- **The deadline for submission of the assignment is Friday, 17 April.**

Do not hesitate to contact me if you have any queries.

DW (updated January 2020).

BA (Honours) in Liberal Arts

Module information

Stage	1
Semester	Semester 2
Module title	American culture abroad
Module number/reference	LIB209
Module status (mandatory/elective)	Mandatory
Module ECTS credit	6
Module NFQ level	7
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Dr. Peter Rooney

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8

Allocation of marks					
	Continuous assessment	Project	Practical	Final examination	Total (100%)
Percentage contribution	40			60	100%

Intended module learning outcomes

At the end of this module learners should be able to:

1. become familiar with theoretical and critical debates concerning the definition of culture, of "high-brow" versus "low-brow" culture, or mass and popular culture;
2. discuss the emergence of mass culture in the United States over the last 150 years or so in the context of American immigration and multiethnic background;
3. evaluate critically the notion of the so-called "American dream" and its appeal both in America and on other continents;
4. appreciate the importance of popular culture as an expression of social consciousness, collective identity and conflict;
5. understand the importance of modern American visual culture, including cinema, television, advertising, and theme parks in reflecting and shaping cultural values and lifestyles;
6. argue about possible reasons for the attractiveness and appeal of American popular culture outside America.

Learning outcomes 1-2 will be assessed by a research paper, 5 by class presentation, and 2-3, 6 by the final examination.

Module objectives

The aim of the module is to examine the continuing influence and popular appeal of American twentieth-century culture–music, cinema, fashion, television, sport and food–on European culture and values. Learners will study the historical origins of specifically American popular culture in the context of early American immigration and multiculturalism.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- from burlesque and vaudeville to modern mass media and American popular culture;
- representations of American values and traditions in Hollywood silent cinema;
- advertisements and American visual culture;
- the blues, racial prejudice, and the "art of suffering";
- African-American folk music and the birth of modern jazz;
- the myth of the Wild West and the Hollywood Western;
- capitalism and birth of consumer culture;
- American pioneer experience and the birth of "road" novels and films;
- the wonderful world of Walt Disney;
- ethnicity, consumerism, and the American youth culture;
- the comedy of American life: why *The Simpsons* make people laugh;
- postmodernism and the globalization of American culture.

Reading lists and other learning materials

Required reading

Jim Cullen, ed., *Popular Culture in American History*, Blackwell Publishing, 2001;
M. Thomas Inge, ed., *Handbook of American Popular Culture*, Westport,. CT:. Greenwood Press, 2002.

Supplementary reading

Camille Paglia, *Sex, Art, and American Culture: Essays*, New York: Vintage Books, 1992*;*
Glenn C. Altschuler, *All Shook Up: How Rock 'n' Roll Changed America*, Oxford University Press, 2003;
T. C. Boyle, *The Tortilla Curtain*, New York: Penguin Books, 1995;
Tim O'Brien, *The Things They Carried*, New York: Broadway Books, 1990;
John Okada, *No-No Boy*, Seattle: University of Washington Press, 1976;
Tony Shaw, *Hollywood's Cold War*, Amherst: University of Massachusetts Press, 2007;
David Chidester, *Authentic Fakes: Religion and American Popular Culture,* Berkeley: University of California Press, 2005;
Eric Mazur, Kate McCarthy, *God in the Details: American Religion in Popular Culture*, New York-London: Routledge, 2001;
Nelson George, *Hip Hop America,* Penguin Group, 2005;
Henry A. Giroux, *The Mouse That Roared: Disney and the End of Innocence*, New York: Rowman & Littlefield Publishers, 2001;

William Irwin, Mark. T. Conrad, Aeon J. Skoble, eds., *The Simpsons and Philosophy: The D'oh of Homer,* New York: Open Court Publishing Company, 2001;
Roland Marchand, *Advertising the American Dream: Making Way for Modernity, 1920-1940*, San Diego: University of California, 1986;
Lynn Spigel, *Make Room for TV: Television and the Family Ideal in Postwar America,* University of Chicago Press, 1982.

Websites

http://www.wsu.edu/~amerstu/pop/tvrguide.html
http://www.nps.gov/history/
http://xroads.virginia.edu/~YP/yppop.html
http://www.usa.gov/Citizen/Topics/History.shtml
http://www.afi.com/
http://www.columbia.edu/~lmg21/bookmark.htm
http://library.jwu.edu/research/websites/food_america.htm
http://www.wsu.edu/~amerstu/pop/ads.html
http://www.americanpopularculture.com/home.htm
http://www.h-net.org/~pcaaca/

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

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Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for

further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to American culture (30%);
- class presentation (10 minutes) on a selected topic relating to American culture (10%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

Sample examination questions

Answer three questions. You have two hours at your disposal, so budget your time well. Cross out any rough work before handing up the paper. Write legibly; the examiner can only mark what he or she can read.

1. Is the traditional distinction into "high-brow" and "low-brow" culture valid any more in the age of popular culture and mass media? Discuss in relation to American cinema.

2. What is the "American dream"? What kinds of aspirations, values, hopes, and expectations did this notion entail both for the Americans and for many people outside America? Explain using examples from American literature and cinema.

3. Drawing on specific examples explain how immigrants contributed to American culture. What is specific about African-American, Italian-American, Spanish-American, Irish-American, Jewish-American cultures and so on?

4. From the ghetto to concert halls: discuss the changing status of American jazz music.

5. Why do *The Simpsons* make us laugh? Comment on this popular TV series as a satire of American society and the American way of life.

American College Dublin

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BA (Honours) in Liberal Arts

Module information

Stage	2
Semester	Semester 1
Module title	Romanticism
Module number/reference	LIB303
Module status (mandatory/elective)	Mandatory
Module ECTS credit	6
Module NFQ level	7
Pre-requisite module titles	Imagination and Storytelling
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Dr. Piotr Sadowski

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
3				5			8

Allocation of marks					
	Continuous assessment	Project	Practical	Final examination	Total (100%)
Percentage contribution	40			60	100%

Intended module learning outcomes

At the end of this module learners should be able to:

1. understand the nature of the Romantic outlook in relation to the rational philosophy of the Enlightenment;
2. recognise the connections between Romantic philosophy and the radical politics of the Revolutionary age in Europe and America;
3. become familiar with a representative sample of English Romantic poetry between 1789 and 1832;
4. understand the nature of Romantic idealism individualism;
5. discuss the Romantic worship of nature as reflected in poetry and painting;
6. trace the emergence of Romantic fiction and its preoccupation with emotion, with the fantastic and the Gothic.

Learning outcomes 4-5 will be assessed by a research paper, and 1-3, 6 by the final examination.

Module objectives

The aim of the module is to examine the transformations in philosophy, art, literature and politics during in the turbulent period in Europe between the French Revolution of 1789 and the Communist Manifesto of 1848. The main focus will be on the literature of the Romantic period, its dominant genres, themes, and styles. The modern legacy of early nineteenth-century Romanticism will also be examined, including twentieth-century nationalism, democracy, as well as individualism, self-fulfilment, and the exalted place of art in society.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- what is Romanticism? A philosophy, a mood, or an attitude?
- the age of revolutions and republics: the historical setting of European Romanticism;
- a European phenomenon: Romanticism in national context;
- early English Romanticism: Blake, Wordsworth, Coleridge;
- the Romantic worship of nature and the primitive;
- Lord Byron and the notion of the Romantic Hero;
- Romantic transcendence, imagination, and the sublime;
- Romantic women writers: Mary Shelley, Elizabeth Browning, Jane Austen;
- John Keats and the Romantic aesthetics;
- religion, fantasy and Gothic fiction;
- modern legacy of Romanticism: genius, individualism, imagination, and nationalism.

Reading lists and other learning materials

Required reading

Duncan Wu, ed., *Romanticism: An Anthology*, Blackwell Publishers, 2003;
David Damrosh et al., eds., *The Longman Anthology of British Literature*, vol. 2A: *The Romantics and Their Contemporaries*, Longman, 2003;
Anne K. Mellor, Richard E. Matlak, eds., *British Literature, 1780-1830*, New York: Harcourt, 1996.

Supplementary reading

Stuart Curran, ed., *Cambridge Companion to British Romanticism*, Cambridge, 1993;
J. J. McGann, ed., *The New Oxford Book of Romantic Period Verse*, Oxford University Press, 1993;
Andrew Ashfield, ed., *Romantic Women Poets: An Anthology*, Manchester University Press, 1995;
Michael O'Neill, ed., *Literature of the Romantic Period, A Bibliographical Guide,* Oxford: Clarendon Press, 1998;
Iain McCalman, Gillian Russell, John Mee, eds., *An Oxford Companion to the Romantic Age: British Culture 1776-1832*, Oxford University Press, 2001;
Ronald Paulson, *Representations of Revolution 1789-1820*, New Haven and London: Yale University Press, 1983;
Nicholas Roe, *Romanticism: An Oxford Guide,* Oxford University Press, 2005;
Frank Kermode, Mario Praz, *The Romantic Agony*, eds., Oxford University Press, 1970;

Paul De Man, *The Rhetoric of Romanticism*, New York: Oxford University Press, 1984;
M. H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*, Oxford University Press, 1953;
Jerome McGann, *The Romantic Ideology: A Critical Investigation*, Chicago University Press, 1983;
Aidan Day, *Romanticism*, London: Routledge, 1996.

Websites

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http://english.ucsb.edu:591/rchrono/
http://www.rc.umd.edu/hpfiles/index1.html
http://www.blakearchive.org/blake/
http://www.litgothic.com/index_fl.html
http://www.romanticsunbound.net/gothic.html
http://personal.georgiasouthern.edu/~dougt/gothic.htm
http://www.sjsu.edu/faculty/patten/romanpage.html
http://www.unl.edu/sbehrend/html/sbsite/courses/4802/websites.htm
http://www2.lingue.unibo.it/Romanticismo/LINKS/ROMANTIC_SITES.HTM
http://andromeda.rutgers.edu/~jlynch/Lit/romantic.html

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for

further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 3000 words), in which learners will present results of their original research on a selected topic relating to Romanticism (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

Sample examination questions

Answer any three questions. You have two hours at your disposal, so budget your time well. Cross out any rough work before handing up the paper. Write legibly; the examiner can only mark what he or she can read.

1. In what way was Romanticism a reaction to the philosophy of the Enlightenment and to the Industrial Revolution?

2. Discuss the relations between Romantic attitudes and sentiments and the radical politics of the Age of Revolutions in Europe and America.

3. What makes Wordsworth's and Coleridge's *Lyrical Ballads* (1798) a "Romantic manifesto"?

4. Using examples real-life and/or fictitious examples comment on the evolution of the notion of a "Romantic hero" from the early nineteenth century to the present day.

5. Evaluate the legacy of Romanticism in Western art (literature, painting, music, cinema) in the last two centuries.

Master of Fine Arts in Performance

Program duration:	1 year
Total modules:	A performance project (21 credits), a dissertation (9 credits), and 2 taught courses (3 credits each)
Total credits:	36 credits

Program description

This program provides a student with an advanced introduction to the challenges and possibilities of organizing and presenting a public professional performance. Based around the development of a substantial live performance, the program also offers supervision on an agreed dissertation topic and two courses in management and marketing from the College's MBA program. The core of the program is the performance project. Under faculty supervision, the student is required to devise or identify a suitable recital, concert performance, or other approved live performance work, oversee the development of the project (original or adapted), arrange for rehearsal, directing and performance of the piece, and manage, market and produce a recorded public performance of the work. The student may be involved in all areas of the performance as musician, singer, dancer, writer, director, actor, technician, or engage others to assist in some or all of them. All aspects of the production, including the decision making that went into choosing the piece, a literary critical analysis of the program content and a critical review of the performance, are documented in a substantial (10,000 words) dissertation. The dissertation module (9 credits) and the faculty panel's evaluation of one of the recorded live performances (21 credits) provide the basis for the assessment of the project.

A graduate of the program will have demonstrated a superior ability to create, manage and deliver a substantial professional public performance. Along with the academic courses, the skills developed in the making of the performance project and the dissertation portfolio will provide the graduate with an enhanced understanding of the practical and artistic requirements of producing a substantial live performance. These skills and abilities, along with the dissertation that demonstrates mastery of them, provide an excellent platform for the development of a career in the performing arts industry and education.

MFA570 Performance project (21 credits)
MFA571 Performance project dissertation (9 credits)
MBA500 Leadership and management (or an approved elective from the MBA course offerings, or an approved independent study topic with a supplementary fee on leadership and management in the performing arts – 3 credits)
MBA502 Marketing management (or an approved elective from the MBA course offerings, or an approved independent study topic with a supplementary fee on marketing in the performing arts – 3 credits)

Graduation requirements

In order to graduate the student must pass the 2 taught modules, the performance project and the dissertation and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated on a cumulative basis across all 36 credits, with a weighting of 7 assigned to the 21-credit performance project, assessed on the basis of the live performance, and a weighting of 3 assigned to the 9-credit dissertation describing and analyzing the performance's genesis, development and delivery. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

MFA571   Performance project dissertation

Credits: 9 (18 ECTS)
Credit level: Stage award
Prerequisites: None
Mandatory: Yes
Lecturer:
E-mail:

Course description

The aim of the course is to allow students in the MFA in Performance to complete a scholarly dissertation, no less than 10,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the student's scholarly and creative interests, aspirations, and abilities. The topic may be related to the performed project in MFA570, but it should not replicate material covered in the performance portfolio or cover the same ground explored in the performance or portfolio. Students will meet their supervisor regularly to report the progress of their dissertation.

Learning outcomes

On successful completion of the module the student will have attained the following learning outcomes:

1. master the mechanics of research work and professional presentation of research results in written form according to stipulated editorial specifications;
2. conduct research by using printed and online bibliographies and scholarly search engines;
3. plan a dissertation by anticipating its structure, division into chapters and sections;
4. draft a dissertation using the material from the notes and incorporating the sources references in the process;
5. revise the draft of the dissertation by fine-tuning its overall structure, logical progression and coherence, as well as the clarity of the presented arguments on the level of paragraphs and sentences;
6. prepare a list of references used in the dissertation following a stipulated professional style sheet.

Format of the dissertation

The dissertation should be no less than 10,000 words in length, including the main body of the work, the cover page, contents page, acknowledgements, abstract, tables, figures, references, and appendices.

The dissertation must be typed on A4 sheets, using only one side of the paper. The main body of the text should be double-spaced (1.5 line spacing in Word), whereas footnote text and the text of indented quotations should be single-spaced. The type should be black Times Roman size 12 normal text, with the exception of footnote text, which should be size 10. Italics should only be used for book titles and occasional emphasis, while bold type should only be used for chapter headings and section titles.

Structure of the dissertation

Cover page; Contents page(s); Acknowledgements; List of figures; Abstract; Chapter 1 (Introduction); Chapters 2, 3, 4 etc.; Chapter X (Conclusions); References; Appendix/Appendices (if any). Each chapter should begin on a separate page, all chapter headings should be in bold font, aligned at the left margin and capitalized.

The **cover page** should contain the following information in the following order:

Educational institution; learner's name and number; dissertation title; the statement: "Dissertation submitted in partial fulfilment of the requirements of the Master of Fine Arts in Performance"; supervisor's title and name; date. This information should be presented in the same font type and size as the rest of the dissertation, capitalized and in bold. No page number should appear on the cover page. The cover page can be followed by a dedication or the epigraph page.

The **contents page** should list all parts of the dissertation except the front matter, in the following style:

CONTENTS
CHAPTER 1   9
CHAPTER 2   25
          Section   27
CHAPTER 3   42
REFERENCES   53

The **acknowledgements page** can be used to recognize support the author may have received from individuals, groups or institutions.

The **abstract** should be a comprehensive summary (up to 300 words) of the contents of the dissertation. It should allow readers to survey the contents of the dissertation quickly. The abstract should contain one paragraph and should state the objectives, the design, and the scope of the research; the methods, procedures, theories, and types of sources used; and the conclusions to be drawn. The abstract must not include information that is not presented in the main body of the dissertation.

The **pages** of the dissertation should be numbered in the top right-hand corner of every page (except the cover page) using Arabic numerals (1, 2, 3 etc.).

Quotations should always be accurate and fully referenced. Short direct quotes should be incorporated into the text and enclosed in double quotation marks (not italicized). Quotes of two or more sentences must be separated from the text by one space downwards, indented away from the left margin, single spaced and without any quotation marks.

References should follow the MLA Style (http://www.mla.org/), both for parenthetical citations within the text of the dissertation, and for the References section at the end. All sources used in the dissertation must be acknowledge in the References to avoid **plagiarism**, that is, attempting to pass off somebody else's work as one's own. Examples include copying work from another learner, copying from a textbook without citing references, cutting and pasting from an Internet source. Plagiarism is a serious offence which involves disciplinary action and penalty.

The final dissertation should be submitted in two hard-bound copies with a transparent sheet cover.

Reading lists and other learning materials

Required reading

Derek Swetnam, *Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work*, Oxford: How to Books Ltd., 2004;
Carrie Winstanley, *Writing a Dissertation For Dummies*, Chichester, John Wiley and Sons, 2009;
Ilona Leki, *Academic Writing: Exploring Processes and Strategies*, Cambridge University Press, 1998;
Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press 1996.

Websites

http://www.cs.purdue.edu/homes/dec/essay.dissertation.html
http://www.howtowriteadissertation.co.uk/
www.studyskills.soton.ac.uk/.../Writing%20Your%20Dissertation.doc
http://www.academicdissertationadvice.co.uk/
http://www.writingpedia.com/landing/uk-
lp6.asp?source=AdwordsUK&kw=Writing%20dissertation
http://www.compapp.dcu.ie/~bstone/Writing/index.htm
http://www.dissertation-advice.co.uk/
http://www.dissertation-help.co.uk/
http://www.mla.org/style
http://www.mla.org/

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

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Module teaching and learning strategy

The student is required to meet with the assigned supervisor and in consultation develop a suitable area for original research. Thereafter, the student is expected to follow the advice and guidance of the supervisor in developing the work, although the nature of a Master's dissertation course is such that the student should display initiative and take responsibility for progressing the work. Meetings are more regular in the first stages and towards the submission date; typically, in the long middle period the student works independently, with consultations taking place every 4 to 6 weeks. The student is expected to take the suggestions and guidance of the supervisor into account, though responsibility for using supervision constructively rests with the student. If in doubt, the student may consult the head of program for clarification. The dissertation, to the specifications set out above, should be submitted physically to the College before close of business on the last Friday of August.

Module assessment strategy

The capstone module is assessed by the final dissertation (100%).

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BFA in Musical Theatre

Module information

Stage	1
Semester	Semester 1
Module title	Acting 1
Module number/reference	MT103
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Peter McCamley, Aileen Donohoe, Dr Anne Legarreta

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
1	3					5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination		Total (100%)	
Percentage contribution	50	30	20			100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Explore usefully the effect of physicality and status on developing character;
2. Develop an awareness and understanding of physicality using Laban;
3. Deploy appropriate verbal responses based on physical activity;
4. Explore the effect that physicality has on improvisational impulses and outputs;
5. Explore the effect that physicality and status have on voice production;
6. Build a grounding knowledge of the history of musical theatre; and broaden the academic understanding of performance.

Learning outcomes 1-5 will be assessed by continuous assessment of acting and voice exercises. Learning outcome 6 will be assessed through papers and essays.

Module objectives

This course introduces the learner to the imaginative process of creating character through exploring, understanding and excavating his or her own relevant physical, emotional and intellectual capacities. In particular, this module concentrates on exploring the actor's physical limitations and possibilities and how these parameters condition the development of truthful and engaging presentations of character and narrative. In order for actors to develop the inner life, the emotional and sensory life of the character that they will eventually develop, they must first work on themselves, learning how to use 'themselves' as the material for their art; this course focuses on exploring the means by which actors quarry and make use of this material. The course will also consider the work, theories and systems of seminal founding practitioners, theoreticians and historians of live acting and vocal performance. The role and employment of voice and vocalisation in live theatrical performance will be examined.

Module curriculum

- Introduction to the fundamental principles of acting;
- Physicality as the primary building block of acting;
- Encouraging a physical and intuitive engagement with non-text based processes of acting;
- Relaxation;
- Believing in, accepting and understanding physical action;
- Imagination, observation, concentration of attention;
- Sense memory and sensory work;
- Use of objectives and given circumstances;
- Developing visceral awareness and experiences;
- Exploring ways to create truthful responses on stage to fictitious stimuli and to live truthfully under imaginary circumstances;
- Taking risks, imaginatively and physically, and being responsive and open to other actors and collaborators.

Reading lists and other learning materials

Required reading

Michael Powell, *The Acting Bible: The Complete Resource for Aspiring Actors*, Barron's Education Series, 2010.

Supplementary reading

Peter Brook, *The Empty Space*, Touchstone, 1968;
Marina Calderone, *Actions: the Actor's Thesaurus*, Drama Publishers, 2004;
Uta Hagen, *Respect for Acting*, Macmillan, 1973;
Sanford Meisner and Dennis Longwell, *Sanford Meisner on Acting*, Random House,
     1987;
Viola Spolin, *Improvisation for the Theatre*, 3rd edition, New Albany Press, 1999;
Constantin Stanislavsky, *An Actor Prepares*, Routledge, 1936.

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org
www.wwar.com

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at

home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- acting and improvisation exercises (30%);
- final performance assessment (20%);
- voice and phonetics exercises (20%);
- acting and performance history and theory assignments (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will deducted for each instance of an unexcused lateness (up to half an hour after the scheduled commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BFA in Musical Theatre

Module information

Stage	1
Semester	Semester 2
Module title	Music 1
Module number/reference	MT107
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	David Wray

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
1	3.5	1				3.5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. Build on the first semester's work on breath and support to develop vocal range;
2. Demonstrate the awareness of physically and intuitively engaging with a given text and music;
3. Further understand the limits, optimal range and possibilities of the individual learner's voice;
4. Develop a credible relationship between the singer and repetiteur;
5. Develop work on rhythm and part singing in ensemble;

6. Explore the sounds of music, including timbre, texture, contrast, voices, orchestra, bands, early instruments, organ and piano;
7. Integrate convincingly in a culminating showcase performance the knowledge and skills attained in the music module with those developed in the acting and dance modules.

Module objectives

This course further develops the process of establishing the foundations of capacity, musical technique and repertoire, and acting for vocal performance in musical theatre. The course examines the fundamentals of establishing vocal range, and considers aspects of musical theory and musicianship in relation to the different components that contribute to the overall sound of music. The learner is examines the process of physically and intuitively connecting text and music in musical theatre performance. The course develops the method of working and achieving performance enhancement with a repetiteur in a one-to-one class. Ensemble singing skills are expanded in the areas of rhythm and part singing. The individual's vocal possibilities are further explored in one-to-one and group classes, preparing for subsequent development of each learner's optimal and distinctive vocal expression. The course also works at integrating musical skills with acting and dance through preparation for and performance of an end-of-semester culminating showcase.

Module curriculum

- Introduction to the fundamental principles of live singing in musical theatre;
- Establishing vocal range;
- Physical engagement by the actor with the text and music;
- Repertoire expansion;
- Constituent parts of sound that make up the musical whole;
- Rhythm and part singing in ensemble;
- Establishing individual capacity, limitations and optimal ranges, and from these parameters exploring the development of a distinctive voice;
- Integrating music with acting and dance in preparing, rehearsing and performing an end-of-semester culminating showcase.

Reading lists and other learning materials

Required reading
Harvard, Paul: *Acting Through Song*, Nick Hern Books, 2013.
Kayes, Gillyanne: *Singing and the Actor*, Bloomsbury, 2000.

Taylor, Eric: *AB Guide to Music Theory*

Supplementary reading

Bunch, Dayme: *Dynamics of the Singing Voice*
Stella Adler and Howard Kissel, *The Art of Acting*, Applause, 2000;
Taylor, Millie & Sydmonds, Dominic: *Studying Musical Theatre,* Palgrave, 2014.
Jean Benedetti, *The Art of the Actor: the Essential History of Acting from Classical Times to the Present Day*, Routledge, 2007;
Constantin Stanislavsky, *An Actor Prepares*, Routledge, 1936;
Harnun, Jonathan: *Basic Music Theory*
Miller, Michael:*The Complete Idiot's Guide to Music Theory*
Schoenberg, Arnold: *Theory of Harmony*
Soto-Morettini, Donna: *Popular Singing: A Practical Guide to: Pop, Jazz, Blues, Rock, Country and Gospel.*
Tillotson Bauer, Karen: *The Essentials of Beautiful Singing*

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org
www.wwar.com

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their

loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- showcase rehearsal and performance (20%);
- ensemble presentations and musical theory exercises (30%);
- vocal repertoire presentations (20%);
- vocal technique exercises (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or

tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will deducted for each instance of an unexcused lateness (up to half an hour after the scheduled commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

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BFA in Musical Theatre

Module information

Stage	1
Semester	Semester 2
Module title	Acting
Module number/reference	MT108
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Eoin Cannon

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
1	3					5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination		Total (100%)	
Percentage contribution	50	30	20			100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Use physical attributes and behaviour to begin exploring character;
2. Demonstrate how to deploy the body to tell a story;
3. Devise non-specific script to develop further the ability to explore the effect of the physicality;
4. Develop the ability to read another person's physicality in order to inform improvised reactions;
5. Develop the alignment of vocal responses with physical responses;

6. Extend and develop the grounding knowledge of the history of acting and the theatre; and further broaden the academic understanding of performance.
7. Integrate convincingly in a culminating showcase performance the knowledge and skills attained in the acting module with those developed in the music and dance modules.

Learning outcomes 1-5 will be assessed by continuous assessment of acting exercises. Learning outcome 6 will be assessed through papers and essays. Learning outcome 7 will be assessed by way of evaluation of the rehearsal and performance of a showcase.

Module objectives

This course continues process begun in the first semester of introducing the learner to the imaginative process of creating character through exploring, understanding and excavating his or her own relevant physical, emotional and intellectual capacities. The module continues the examination of exploring the actor's physical limitations and possibilities and how these parameters condition the development of truthful and engaging presentations of character and narrative. Through mask work the course develops the use of the physical vessel as the foundation upon which credible and true depictions of character are built, and works on using an understanding of physicality in order to guide improvisation. The student will examine how to bring into alignment vocal and physical responses. The course considers the history of acting and the theatre; and further broadens the academic understanding of performance. The course also works at integrating acting skills with music and dance through preparation for and performance of an end-of-semester culminating showcase.

Module curriculum

- Exploration of physicality as the primary building block of acting;
- Using mask work to develop physicality in depicting character;
- Devised mask work to explore physical story telling;
- Interpreting the physicality of other actors;
- The physical impulses of voice;
- Vocal responses and physicality;
- History of acting and theatre;
- Applying physicality to the integration of music and dance in rehearsing and performing a showcase.

Reading lists and other learning materials

Required reading

Michael Powell, *The Acting Bible: The Complete Resource for Aspiring Actors*, Barron's Education Series, 2010.

Supplementary reading

Peter Brook, *The Empty Space*, Touchstone, 1968;
Marina Calderone, *Actions: the Actor's Thesaurus*, Drama Publishers, 2004;
Uta Hagen, *Respect for Acting*, Macmillan, 1973;
Sanford Meisner and Dennis Longwell, *Sanford Meisner on Acting*, Random House, 1987;
Viola Spolin, *Improvisation for the Theatre*, 3rd edition, New Albany Press, 1999;
Constantin Stanislavsky, *An Actor Prepares*, Routledge, 1936.

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org
www.wwar.com

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two

hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- acting and improvisation exercises (30%);
- showcase rehearsal and performance (20%);
- voice and phonetics exercises (20%);
- acting and performance history and theory assignments (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

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BFA in Musical Theatre

Module information

Stage	2
Semester	Semester 1
Module title	Acting
Module number/reference	MT203
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Peter McCamley,

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
1	3					5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination		Total (100%)	
Percentage contribution	50	30	20			100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Understand the importance of trusting and the avoidance of censoring inner impulses in developing and depicting character;
2. Attain a state of physical neutrality and thus be creatively open and receptive to other actors;
3. Research and understand a theatrical text in terms both of literal meaning and nuance;
4. Present in imagined circumstances a character truthfully on stage;
5. Explore the effect of the voice on developing a character;

6. Understand more fully theatre and musical theatre as fields of knowledge, employ relevant critical lenses in understanding theatrical performance, and connect abstract ideas to theatrical experiences.

Learning outcomes 1-5 will be assessed by continuous assessment of acting and voice exercises. Learning outcome 6 will be assessed through papers and essays.

Module objectives

This course builds on the foundational work done in the first year on exploring the actor's physical limitations and possibilities and how these parameters condition the development of truthful and engaging presentations of character and narrative. The course examines the means by which the physically aware and receptive actor works with text and direction to draw on his or her emotional and intellectual resources to inhabit his or her bodily vessel with truthful and engaging interactions with the actor's own and other characters. The course continues to examine the work, theories and systems of seminal practitioners, theoreticians and historians of live acting and vocal performance, and considers how understanding these aspects can helpfully inform an actor's own practice. The role and employment of voice and vocalisation in developing character is studied.

Module curriculum

- Improvisation;
- Meisner technique;
- Monologue work and textual research;
- Voice and vocalization;
- Criticism and critical theory in live theatrical performance.

Reading lists and other learning materials

Required reading

Michael Powell, *The Acting Bible: The Complete Resource for Aspiring Actors*, Barron's Education Series, 2010.

Supplementary reading

Peter Brook, *The Empty Space*, Touchstone, 1968;
Marina Calderone, *Actions: the Actor's Thesaurus*, Drama Publishers, 2004;
Uta Hagen, *Respect for Acting*, Macmillan, 1973;
Sanford Meisner and Dennis Longwell, *Sanford Meisner on Acting*, Random House, 1987;

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Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- acting and improvisation exercises (30%);
- final monologue performance asssessment (20%);
- voice and phonetics exercises (20%);
- acting and performance history and theory assignments (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

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BFA in Musical Theatre

Module information

Stage	1
Semester	Semester
Module title	Music 2
Module number/reference	MT207
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	David Wray

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
1	3.5	1				3.5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination		Total (100%)	
Percentage contribution	100					100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Explore other musical theatre vocal techniques beyond legitimate technique;
2. Apply the ability of taking risks, imaginatively and physically, and encouraging imagination;
3. Develop and extend the process of developing the individual's artistic and distinctive vocal expression in song;
4. Demonstrate an ability to take musical direction and develop interpretive skills;
5. Demonstrate an ability to sight-read;
6. Understand the historical development of composers and musical eras;

7. Integrate at a high level in a culminating showcase performance the knowledge and skills attained in the music module with those developed in the acting and dance modules.

Module objectives

This course continues the progress made in in the first year and the first half of the second year of building on the foundations of capacity, musical technique and repertoire, and acting for vocal performance in musical theatre. The course examines vocal techniques beyond legitimate technique. The learner is taught the ability to take risks, imaginatively and physically, and to encourage imagination in constructing credible characterization in song. One-to-one repertoire and technique tuition with a repetiteur works at expanding repertoire, taking direction and developing interpretive skills. The foundational skills of singing in an ensemble and maintaining individual performance developed in the first year are further explored through working from musical scores and sight reading ensemble pieces. Theoretical work concentrates on deepening the learner's knowledge of the historical development of musical composer and musical periods. With the main parameters of the learner's voice established in the first year and the first semester of the second year, the course continues the process of exploring the individual possibilities for producing artistic and distinctive interpretations of song. The course also works at integrating at a high level musical skills with acting and dance through preparation for and performance of an end-of-semester culminating showcase.

Module curriculum

- Vocal technique beyond legitimate technique;
- Developing the ability to take risks, imaginatively and physically, and to encourage imagination in understanding, expressing and connecting text and music;
- Repertoire expansion and developing the ability to take direction from repetiteur and enhance interpretive skills;
- Broadening the range of ensemble and choral singing;
- Sight reading;
- Expanding knowledge of the range of composers and musical history;
- Within the individual's range and abilities, continuing to develop artistic and distinctive interpretations of song;
- Integrating music at a high level with acting and dance in preparing, rehearsing and performing an end-of-semester culminating showcase.

Reading lists and other learning materials

Required reading
Harvard, Paul: *Acting Through Song*, Nick Hern Books, 2013.

Kayes, Gillyanne: *Singing and the Actor*, Bloomsbury, 2000.
Taylor, Eric: *AB Guide to Music Theory*
Bunch, Dayme: *Dynamics of the Singing Voice*

Supplementary reading

Stella Adler and Howard Kissel, *The Art of Acting*, Applause, 2000;
Chapman, Janice: *Singing and Teaching Singing, A Holistic Approach to the Classical Voice.*
Taylor, Millie & Sydmonds, Dominic: *Studying Musical Theatre,* Palgrave, 2014.
Jean Benedetti, *The Art of the Actor: the Essential History of Acting from Classical Times to the Present Day*, Routledge, 2007;
Constantin Stanislavsky, *An Actor Prepares*, Routledge, 1936;
Harnun, Jonathan: *Basic Music Theory*
Miller, Michael:*The Complete Idiot's Guide to Music Theory*
Schoenberg, Arnold: *Theory of Harmony*
Waterman, Roma: *The Handbook for Working Singers*
Lamperti, Francesco: *The Art of Singing*
Hammond, Mary: *Thank you, that's all we need for today*
Soto-Morettini, Donna: *Popular Singing: A Practical Guide to: Pop, Jazz, Blues, Rock, Country and Gospel.*
Tillotson Bauer, Karen: *The Essentials of Beautiful Singing*

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org
www.wwar.com

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

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studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- showcase rehearsal and performance (20%);
- ensemble presentations and musical theory exercises (30%);
- vocal repertoire presentations (20%);
- vocal technique exercises (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will deducted for each instance of an unexcused lateness (up to half an hour after the scheduled commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

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BFA in Musical Theatre

Module information

Stage	2
Semester	Semester 2
Module title	Acting
Module number/reference	MT208
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Eoin Cannon

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
1	3					5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination		Total (100%)	
Percentage contribution	50	30	20			100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Understand how to build a character based on research;
2. Use physicality to help develop a character;
3. Develop the ability to identify and create impulses within modern and classic text;
4. Use improvisation to explore character;
5. Let the voice be produced from impulses;
6. Expand and deepen understanding of the theatre as a field of knowledge, become familiar with relevant critical lenses, and learn to connect abstract ideas to theatrical experiences;
7. Integrate at a high level in a culminating showcase performance the knowledge and skills attained in the acting module with those developed in the music and dance modules.

Learning outcomes 1-5 will be assessed by continuous assessment of acting exercises. Learning outcome 6 will be assessed through papers and essays. Learning outcome 7 will be assessed by way of evaluation of the rehearsal and performance of a showcase.

Module objectives

This course continues the work from the first semester on examining the means by which the physically aware and receptive actor works with text and direction to draw on his or her emotional and intellectual resources to inhabit his or her bodily vessel with truthful and engaging interactions with the actor's own and other characters. The role of research in filling out character portraits is studied. The locating and employing of impulses in character development is considered. The course seeks to deepen understanding of the theatre as a field of knowledge, become familiar with relevant critical lenses, and learn to connect abstract ideas to theatrical experiences continues to examine the work, theories and systems of seminal practitioners, theoreticians and historians of live acting and vocal performance, and considers how understanding these aspects can helpfully inform an actor's own practice. Drawing on impulses in order to enhance voice and vocalisation in developing character is studied. The course also works at integrating at a high level acting skills with music and dance through preparation for and performance of an end-of-semester culminating showcase.

Module curriculum

- Researching character;
- Meisner technique;
- Using and understanding pf physicality in understanding character;
- Improvisation and exploring character;
- Identifying and using impulses in text;
- Voice and vocalization from impulses;
- Abstract ideas and reality in live theatrical performance;
- Integrating acting at a high level with music and dance in preparing, rehearsing and performing an end-of-semester culminating showcase.

Reading lists and other learning materials

Required reading

Michael Powell, *The Acting Bible: The Complete Resource for Aspiring Actors*, Barron's Education Series, 2010.

Supplementary reading

Peter Brook, *The Empty Space*, Touchstone, 1968;
Marina Calderone, *Actions: the Actor's Thesaurus*, Drama Publishers, 2004;
Uta Hagen, *Respect for Acting*, Macmillan, 1973;
Sanford Meisner and Dennis Longwell, *Sanford Meisner on Acting*, Random House, 1987;
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Module learning environment

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Module teaching and learning strategy

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hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- acting and improvisation exercises (30%);
- showcase rehearsal and performance (20%);
- voice and phonetics exercises (20%);
- acting and performance history and theory assignments (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

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BFA in Musical Theatre

Module information

Stage	3
Semester	Semester 2
Module title	Music 3
Module number/reference	MT307
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	David Wray

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
1	3.5	1				3.5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

At the end of this module learners should be able to:

Intended Module Learning Outcomes
1. Make informed and appropriate decisions in selecting the vocal techniques in the student's command to employ in performance.
2. Combine all the techniques taught in creating a believable and truthful character.
3. Demonstrate a wide and varied repertoire.
4. Engage mentally and intuitively whilst demonstrating an awareness of self and others.
5. Develop the ability of infusing textual song analysis with elements of music theory.

Assessments
1. Performed vocal exercises.
2. To present a portfolio of studied repertoire demonstrating an understanding of the full range of musical theatre repertory (1870's to present). The repertory presented should show suitability for potential casting (as part of the audition folder) and should be appropriate to the student's vocal range and timbre.
3. To produce a 15-20 minute presentation of self-selected material which should have a theme or narrative connecting the choices. This can include song, scripted material or movement where appropriate, where the choices are not confined to musical theatre repertoire. The aim is to work with the songs text, making them relevant to the chosen theme in both style of presentation and arrangement.
4. Perform ensemble works ranging from operetta, rock/pop, and contemporary musical theatre, demonstrating an applied working vocal technique whilst applying the foundational skills for ensemble /choral works.
5. Assigned musical score analysis papers and ear training memory tests.

Learning outcomes 1-5 will be assessed by continuous assessment of music and singing exercises. Learning outcome 6 will be assessed through papers and essays.

Module Objectives and Curriculum

Having laid down the foundational skills, further developed and implemented techniques in repertoire for musical theatre vocal performance, this semester concentrates on mastering the required stamina and showcasing all the necessary musical theatre vocal techniques to suit the listed music theatre genres whilst gaining an understanding of one's niche area. Private tuition with respective vocal coaches and repetiteurs will support a student in assisting to prepare for a 15-20 minute presentation of self-selected material which should have a theme or movement connecting the choices.

The range of choice can include song, scripted material or movement as appropriate where the music choices are not confined to musical theatre repertoire. The emphasis is on textual content adhering to a chosen theme evidently presented in style and arrangement. The main objective of this module is for the individual to become aware of choosing suitable material showcasing the student's vocal and acting capabilities. Credit is duly given for demonstrating this awareness and the successful application of learned abilities.

The theme of expanding a varied repertoire is further explored in ensemble singing class applying the required techniques ensuring there is a commitment to engage mentally and intuitively with others. The student is expected to present rich possibilities of interpretation suited to the style of work and demonstrate the ability to take specific direction from the musical director.

Students will undergo score analysis incorporating elements of music theory into the process of song interpretation. This skill will prepare the student for the expected requirements in the profession, where the musical theatre practitioner in addition to having the skills to take specific direction of the composer and lyricist has the capability to self-interpret. This module will encourage students to bring imagination and insight to the process of music analysis in turn infusing textual song analysis with elements of music theory.

Reading lists and other learning materials

Required reading
Harvard, Paul: *Acting Through Song*, Nick Hern Books, 2013.
Kayes, Gillyanne: *Singing and the Actor*, Bloomsbury, 2000.
Taylor, Eric: *AB Guide to Music Theory*
Bunch, Dayme: *Dynamics of the Singing Voice*

Supplementary reading

Stella Adler and Howard Kissel, *The Art of Acting*, Applause, 2000;
Chapman, Janice: *Singing and Teaching Singing, A Holistic Approach to the Classical Voice.*
Taylor, Millie & Sydmonds, Dominic: *Studying Musical Theatre,* Palgrave, 2014.
Jean Benedetti, *The Art of the Actor: the Essential History of Acting from Classical Times to the Present Day*, Routledge, 2007;
Constantin Stanislavsky, *An Actor Prepares*, Routledge, 1936;
Harnun, Jonathan: *Basic Music Theory*
Miller, Michael:*The Complete Idiot's Guide to Music Theory*
Schoenberg, Arnold: *Theory of Harmony*
Waterman, Roma: *The Handbook for Working Singers*
Lamperti, Francesco: *The Art of Singing*
Hammond, Mary: *Thank you, that's all we need for today*
Soto-Morettini, Donna: *Popular Singing: A Practical Guide to: Pop, Jazz, Blues, Rock, Country and Gospel.*
Tillotson Bauer, Karen: *The Essentials of Beautiful Singing*

Supplementary reading

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org
www.wwar.com

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous

assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- acting and singing presentations (20%);
- ensemble presentations and musical theory exercises (30%);
- vocal repertoire presentations (20%);
- vocal technique exercises (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will deducted for each instance of an unexcused lateness (up to half an hour after the scheduled commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BFA in Musical Theatre

Module information

Stage	3
Semester	Semester 1
Module title	Acting
Module number/reference	MT303
Module status (mandatory/elective)	Mandatory
MSCHE credits	3
Module HET credit	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Peter McDermott, Peter McCamley, Aileen Donohoe, Dr Anne Legarreta.

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
1	3					5	9
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	50	30	20		100%		

Intended Module Learning Outcomes:

1. Develop a character based on script analysis, research and improvisation.
2. Use script analysis, research and improvisation to develop a physicality for a character.
3. Develop the ability to build a through-line and fully formed character within a modern and classic work
4. Use improvisation to develop character relationships.

5. Align the voice with all other character development so that it complements the character.
6. Develop an understanding of the processes required to perform in a given accent and write critically about one's own vocal technique.
7. Demonstrate an ability to apply vocal and accent skills and knowledge competently, in the performance of spoken and sung text.
8. Employ a range of approaches to theatre making, evaluating the relationship between collaborators in the theatre making process, the audience and the performance context

Learning outcomes 1-5 will be assessed by continuous assessment of acting exercises. Learning outcome 6 -8 will be assessed through papers and essays.

Module Objectives
This course develops the work achieved in Year 1 and 2 respectively focusing on the physicality and preparing the body for interpretation, with the emphasis on Year 3 applying a more practical approach to working with scripts. The role of researching a character is further developed engaging in script analysis, physicality and improvisation within a modern and classic work. Voice and vocalisation in developing a character is aligned to complement the character and students should demonstrate competency in using their voices effectively and safely in performance. Year 3 students will develop the ability to exercise judgement when applying vocal choices based on their understanding of the chosen subject matter. The course seeks to deepen a range of approaches to theatre making, incorporating the audience into the performance context and continues to work at integrating a level of excellent acting skills through script analysis, monologues, duologues and scene studies. Assessments will showcase the evidence of analysis of script impulses, the inner life of the character along with relationships with other characters.

Module Curriculum
1. Development of the character.
2. Analysis, Research and Improvisation to develop a characters physicality.

3. Present a modern and classic work to build a fully formed character.
4. Voice alignment to further complement the character.
5. Develop an in depth knowledge of the physiology of speech.
6. Refine and deepen understanding of IPA and an actors approach to accents.
7. Access online tools and reference materials to broaden awareness of the landscape of vocal research available to the professional vocal performer.
8. Enhance knowledge of the use of the voice in a professional acting capacity and apply academic theory and vocal technique in a simulated professional work environment.
9. Employ a range of approaches to theatre making.
10. Evaluate the relationship between the audience and the performance context.

Reading lists and other learning materials

Required reading

Dee Cannon, *In-Depth Acting, Oberon Books, 2012.*

Supplementary reading

Alison Hodge, *Twentieth Century Actor Training, Routledge, 2000;*
William Esper and Damon DiMarco, *The Actor's Guide To Creating A Character, Anchor Books, 2008;*
Viola Spolin, *Improvisation For The Theatre, New Albany Press, 3rd Edition, 1999;*
Keith Stone, *Impro For Storytellers, Faber and Faber, 1999.*

Websites

www.artslynx.org
www.performingarts.net
www.talkinbroadway.com
www.theatre-link.com
www.theatrelibrary.org

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Theatre Room), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include 3 hours of practical instruction per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- acting and improvisation exercises (30%);
- showcase rehearsal and performance (20%);
- voice and phonetics exercises (20%);
- acting and performance history and theory assignments (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

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BFA in Musical Theatre

Module information

Stage	3
Semester	Semester 1
Module title	Dance 3
Module number/reference	MT304
Module status (mandatory/elective)	Mandatory for MT majors
MSCHE credits	3
Module HET credits	6
Module NFQ level	8
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module?	No
List of module teaching personnel	Mary MacDonagh

Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
1	5					2	9

Allocation of marks						
	Continuous assessment	Project	Practical	Final examination	Total (100%)	
Percentage contribution	100%				100%	

Intended learning module outcomes

1. Develop a clear technical ability across all dance disciplines
2. Demonstrate a clear technical ability with a focus on posture, fluidity, strength, co-ordination and musicality
3. Demonstrate the ability to 'pick up' a set choreographed piece with speed and proficiency
4. Extend students' knowledge of Body Conditioning/Pilates as basis for core strength development, stability and body strength.
5. Demonstrate the ability to 'pick up' a set choreographed piece with speed and proficiency
6. Demonstrate in study and practise the theory of partner work and connection work

Module Objectives

Building on the foundational instruction in dance and movement in year one and the further implementation of techniques in year two, this module explores the development and technical ability across all disciplines in dance. Throughout this semester the learner concentrates on demonstrating taught technical abilities to date whilst adhering to posture, fluidity, strength, and co-ordination with visible musicianship. Students continue to work in a group environment, where practical classes consist of Ballet, Jazz/Musical Theatre, Tap and the introduction of Contemporary and Choreography.

In the demanding profession of Musical Theatre, it is an essential component to have the ability to learn set choreographed pieces on demand. This semester concentrates on developing that awareness and ability using appropriate techniques at all times. The taught techniques will further develop students through practice and demonstration of clean, strong, safe and confident work. The course also works at integrating a high level of partnering and connection work which involves being lifted, weight transference, balance work, connecting with a partner or group of dancers.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

1. Demonstrate technical control in the styles of ballet, jazz, tap, musical theatre repertoire, movement and partnering work.
2. Demonstrate a comprehensive awareness of the student's own physical capabilities and fitness level including Body Conditioning and Level 5 Pilates.
3. Demonstrate the ability to perform a taught choreographed piece at speed.
4. Extend the flexibility, posture, fluidity, strength, co-ordination and musicality.
5. Theoretical works consists of The Complete Theory of Dance.
6. Demonstrate safe, technically controlled partner work including lifts, assisted turns, linking and connection work.

Learning outcomes 1-6 will be assessed by continuous assessment dance and movement exercises.

Reading lists and other learning materials

Required reading

Goodman, Minda: *Jump Into Jazz* (Mayfield Pub., 1997)
Wolf, Stacy & Gennaro, Liza *Dance in Musical Theatre*
Dart Harris, Diana *Origins of Musical Theatre*

Supplementary reading

McWaters, Debra: *The Fosse Style* (University Press of Florida, 2008)

Module learning environment

The physical structures of the learning environment include a rehearsal and performance space (Black Box), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The learning environment also includes the College's library (the Rooney Library). The Rooney Library is able to supply reading and research materials on all aspects of the degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). The library has a number of networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Students are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and students.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include six hours of practical instruction. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least 4 hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous

assessment and a final performance assessment. Assessment instruments include evaluation of in-class dance and movement exercises, essays, class presentations, and live performances. The grading will include the following main components:

Technique and theory 55%

Technique:
- Strong posture and alignment
- Flexibility
- Technical skills

Theory:
- Understanding and appliance
- Musicality and rhythm
- Rhythm
- Fluidity and strength through aural skills.
- The marriage of emotion and movement through music.
- Physical strength, fitness and flexibility
- Strength, Muscularity and musicality whilst performing a set routine.

Performance 30%
- The application of all the above headings at performance level

Participation 15%
- Class participation, attendance, punctuality, appropriate conduct and active involvement in class activities.

The assessment requirements and the divisions of grades within these components will be discussed in class.

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Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BFA in Musical Theatre

Module information

Stage	3						
Semester	Semester 2						
Module title	Acting						
Module number/reference	MT308						
Module status (mandatory/elective)	Mandatory						
MSCHE credits	3						
Module HET credit	6						
Module NFQ level	8						
Pre-requisite module titles	None						
Co-requisite module titles	None						
Is this a capstone module?	No						
List of module teaching personnel	Eoin Cannon						
Contact hours per week				**Non-contact hours per week**			**Total effort**
Lecture	**Practical**	**Tutorial**	**Seminar**	**Assignment**	**Placement**	**Independent work**	
1	3					5	9
Allocation of marks							
	Continuous assessment	**Project**		**Practical**	**Final examination**	**Total (100%)**	
Percentage contribution	50	30		20		100%	

Intended module learning outcomes

At the end of this module learners should be able to:

1. Further develop and present a character based on script analysis, physicality, research and improvisation, presenting a confident and appropriate approach to rehearsal methodology.
2. Use script analysis, research and improvisation to develop and present a definable physicality for a character.
3. Develop the ability to build a through-line and present a fully formed character within a modern and classic work with an understanding of the performance demands and structures within complex Shakespearean and modern text.

1

4. The further development of improvisation skills and tools to enhance character relationships, combining credibility with clear definition and expression of character essence.
5. Examine the difference in voice production in modern and classic works.
6. Create an authentic accent independently, to a professional standard using IPA and Voice Work.
7. Manufacture a professional accent voice-reel and liaise with Voice Over Agencies.
8. Document a professional strategy for approaching Voice and Accent Work for a chosen character.
9. Discuss musical traditions from across the world, focusing on a series of universal elements of the artform, and linking them to Western musical theatre.

Assessments
1. Create character depth and personality.
1a. Create an authentic accent for a chosen character and present in performance.
2. A presentation outlining exemplary physicality that reflects character movement with body.
3. Partake in a scene showcasing a character in a modern and Shakespearean play adhering to appropriate acting techniques and vocal qualities whilst ascertaining the skills required to adapt flexible responses to the directors' demands.
4. Perform a scene highlighting an advanced and developed relationship with other characters always adhering to a generous and professional attitude to fellow colleagues.
5. Apply the correct, appropriate vocal qualities in the required modern and classic scene presentations, delivering clear, confident, consistent performances.
5a. Manufacture a professional showreel for feedback and grading for eventual professional work.
5c. Liaise with Voice Over Agencies. Create Letter of Introduction and CV for Voice Over Work.
6. The analysis of individual shows in depth, gaining an understanding of both context for shows, and the experience of staging and viewing specific productions through presentations, short exercises and two essays (2,000 words each).
7. Present Monologue in an authentic accent for a chosen character, to a professional standard. Write a detailed review of the "process" of performing within that accent. Include given circumstances, character and accent background research, IPA, Accent and Voice Work. (2,000 words.)

Module Objectives
The concentration this semester is applying taught techniques and research into practise, where the student is afforded the opportunity of presenting a directed scene from a modern and Shakespearean play applying correct appropriate techniques, showcasing characterisation with clear, confident delivery whilst being sympathetic to fellow colleagues. Voice and vocalisation in creating and developing a character is further analysed and developed to ensure the voice is effectively and safely delivered for rehearsals and performances. Students will have the opportunity of applying judgement

and making correct appropriate vocal choices when asked to take direction. This project will give the student an insight to the expectations of working in the professional industry.

Having developed a series of tools to understand performance in general and musical theatre in particular, this semester the student will apply those tools to the study of key shows which have reshaped Western musical theatre, and the decision of important musical theatre traditions from around the world. A further analysis will continue in studying individual shows in depth to gain an understanding of both context for shows, and the experience of staging and viewing specific productions.

Reading lists and other learning materials

Required reading

Michael Powell, *The Acting Bible: The Complete Resource for Aspiring Actors*, Barron's Education Series, 2010.

Supplementary reading

Peter Brook, *The Empty Space*, Touchstone, 1968;
Marina Calderone, *Actions: the Actor's Thesaurus*, Drama Publishers, 2004;
Uta Hagen, *Respect for Acting*, Macmillan, 1973;
Sanford Meisner and Dennis Longwell, *Sanford Meisner on Acting*, Random House, 1987;
Viola Spolin, *Improvisation for the Theatre*, 3rd edition, New Albany Press, 1999;
Constantin Stanislavsky, *An Actor Prepares*, Routledge, 1936.

Websites

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aspects of the proposed Musical Theatre Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

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Module assessment strategy

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The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, punctuality, appropriate conduct, and active involvement in class activities (10%);
- presented scenes (30%);
- performance asssessment (20%);
- voice and phonetics exercises (20%);
- acting and performance history and theory assignments (20%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

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