

Instructor Information

Instructor Name	<i>To be filled in by instructor</i>
Email	<i>To be filled in by instructor</i>
Office	Mies Campus - <i>To be filled in by instructor</i> -
Office Hours	Day(s) and time(s) and by appointment
Department	English Language Services (ELS) - els@iit.edu

Course Information

Course #	COM 112 / CAPS 052
Course Title	Chicago Voices
Credit Hours/CEUs	3
Days and Time	<i>To be filled in by instructor</i>
Location	<i>To be filled in by instructor</i>

Course Description

This English communication course will give international students the opportunity to expand their knowledge of Chicago's history and culture while developing their voice through advanced conversation, presentation, and discussion skills. Through a storytelling and experiential lens, students will focus on articulating and responding to in-depth questions, applying advanced presentation skills, and using cultural and communicative skills to collaborate in dynamic discussions focused on life in Chicago. .

Placement in this course is based on TOEFL/IELTS and/or placement exam results.

Course Learning Outcomes**Students will be able to...**

1. Participate in a conversation that involves introductions, active listening, managing the conversation, and recognizing American English speech patterns (intonation, linking, and stress).
2. Present information orally with signposting.
3. Participate in an academic discussion in which they raise and discuss a problem, provide opinions supported with evidence and propose solutions.
4. Listen to and take notes on a variety of audio clips and videos, demonstrating comprehension of the main ideas, key words and supporting details.

HUM Learning Outcomes

Students will be able to...

1. Articulate questions about human expressions and experiences.
2. Demonstrate understanding of the language and concepts of the humanities and arts.
3. Produce original work of creative expression (e.g., creative writing, argumentative research paper, fine arts).

COM Learning Outcomes

Students will be able to...

1. Critically read and analyze a variety of texts (e.g., news articles, academic papers, data sets) in order to develop their own claims in writing.
2. Craft a text with attention to audience, purpose, context, and conventions.
3. Revise their text through participation in multiple phases of the writing process (e.g., pre-writing, drafting, revising, peer-review, editing).
4. Appropriately use evidence (e.g., data, cited sources) as part of their argument.
5. Present an effective argument in the appropriate medium of communication, which can include written visual, oral, or other emergent forms of communication.
6. Communicate specialized knowledge appropriately for an audience.

Required Course Materials

Text	<p>The instructor will provide all necessary reading and video materials for the course. Course materials may include selections from the following:</p> <p>Classroom The WFMT Studs Terkel Radio Archive A Living Celebration Chicago Story Corps Man on the Street Interviews Chicago My Unsung Hero Top 10 EPIC Hidden Gems & Secret Spots in Chicago (Even LOCALS Don't Know) [4K] The Week in Review Chicago News WTTW Curious City Check, Please! The House on Mango Street Legacy Hoop Dreams</p>
Tools	<p>VoiceThread Google Classroom Google Drive</p> <p>This course may require use of Respondus LockDown Browser; this is to ensure all students are producing original work. If your device is not compatible with Respondus Lockdown Browser, you may borrow a laptop from the Galvin Library.</p>

Assessment and Grading Policy

Students will be assessed according to their achievement/progress of course student learning outcomes (SLOs). Grading components/assignments are created and matched with SLOs so that students are clear on what they need to accomplish. The grade for this course will be calculated using the following percentages:

Grading Component	Learning Outcomes	Percentage
Assignments (In class/out of class, quizzes)	All	20%
Week 8 Portfolio Assessment 1 Conversation skills (10%) Questions and follow-up skills (10%) Presentation skills (20%)	1, 2, HUM: 1, 2, 3 COM: 1, 2, 3, 4, 5, 6	40%
Week 15 Portfolio Assessment 2	3, 4	40%

Listening Assessment (10%) Group discussion of problem and development of original solution (20%) Group poster session of the solution (10%)	HUM: 1, 2, 3 COM: 1, 2, 3, 4, 5	
--	------------------------------------	--

Grading Scale (*For S/U grades, 70 - 100% = Satisfactory; <70% = Unsatisfactory)

A	90-100%
B	80-89%
C	70-79%
E	<u>Below 70%</u>

*S/U, or satisfactory/unsatisfactory, for graduate students.

Course Objectives	
<p>The course offers students the opportunity to:</p> <ul style="list-style-type: none"> A. Learn how to clearly and effectively introduce themselves. B. Practice ways to both react to and show interest in what others say within a conversation. C. Learn strategies for managing a conversation. D. Practice ways to adjust language in a presentation to explain specialized knowledge to a group E. Utilize active listening strategies (asking for repetition, clarification, confirmation). F. Ask well-formed, appropriate questions to obtain information from others in a variety of contexts. G. Learn different ways to respond to a request for information. H. Practice offering and supporting opinions. I. Practice with various styles of note-taking (using symbols, abbreviations, graphic organizers, and outlines). J. Recognize main ideas, key words, and supporting details from level-appropriate listening materials. K. Use common textual cues (signposts, transitions, lecture organization, restating, and paraphrasing). L. Write and deliver well-formed, culturally appropriate survey questions M. Describe and discuss results of a survey or interview N. Write, edit, and deliver a short presentation. 	

Course Agenda

The instructor reserves the right to make changes to the schedule.

Week	Topic	Portfolio Assessment
1	<p>Unit 1: Chicago Stories Introductions Language, culture, and identity: who are we?</p> <p>Showing interest in the identifies and experiences of those around us</p>	
2	Reacting to what others say	
3	Strategies to control a conversation	<p>Unit 1, Part 1: Conversational skills Through work in and out of class, students will be asked to conduct an</p>

	Ending conversations	authentic conversation with another classmate in which they identify and articulate questions about human expressions and experiences. The conversations will include language that is practiced in class and will demonstrate a deeper understanding of the plurality of the cultural stories and experiences that create a community. Specifically, students will focus on personal introductions, active listening, managing the conversation, and recognizing American English speech patterns (intonation, linking, and stress).
4	Developing questions to ask in the field to gain an understanding of challenges faced by a variety of community stakeholders	
5	Analyzing and discussing the results of cultural insights project	<p>Unit 1, Part 2: Questions and follow-up skills</p> <p>In this student-driven cultural insights project, each student will develop an area of primary research interest to gain a deeper understanding of different cultural perspectives. Bronzeville, Chinatown, or Bridgeport will be the focus of the primary research to observe the presence of a variety of cultural identities. After developing a series of questions to gain insights, students will complete the surveys and analyze the findings. Examples of research might include issues and challenges around child care, transportation, use of public services like libraries, or public parks. The deliverable on this assessment is twofold: a written questionnaire and the results from the deploying of the survey.</p>
6	Developing results and insights into a presentation The structure of a good presentation	
7	Delivering a presentation	
8	Midterm: Unit 1 Wrap Up and Presentations to the group	<p>Unit 1, Part 3: Presentation skills</p> <p>Using the cultural insights project as a launching point, students will further their inquiry into a variety of human experiences. Students will construct a 3-5 minute presentation on the following:</p> <ol style="list-style-type: none"> 1. The background of their cultural insights research. 2. The content of the survey; highlighting the questions developed around the range of human experience and expression in Bronzeville, Bridgeport, or Chinatown. 3. The results and analysis of the survey, with the focus on observations made, intercultural differences and similarities noted, and personal takeaways from the experience. 4. Conclusions and observations after the project. <p>Students will present this information in class to the group. All presentations will have a minimum of 4 slides. Students in the audience will also be assessed on their questions to the presenter.</p>

9	UNIT 2: Chicago challenges and solutions Listening and note-taking skills	
10	Independent research and critical thinking	Unit 2, Part 1: Listening Assessment After watching a Chicago-centered video and taking notes, students will answer a range of questions on the main idea and supporting details from the listening in order to demonstrate their understanding of cultural issues related to life in a US city.
11	Group discussion skills Agreeing and disagreeing	
12	Group discussion skills Stating opinions Expressing concerns	
13	Offering and supporting opinions Group discussion assessment	Unit 2, Part 2: Group Discussion A real-life problem facing Chicago residents will be presented to each group. Each student in the group will work on the development of a proposed solution that is grounded in cultural reflection and understanding. Students will be graded on their use of appropriate language for expressing opinion, agreeing and disagreeing, and expressing concern and support. At the end of the meeting, students will present their unique and creative solution that addresses the real-life social/political issue.
14	Working collaboratively to develop a poster session	
15	Editing and revising group presentations	Unit 2, Part 3: Poster session Each group will work collaboratively to develop a fully descriptive and unique poster of their proposed solution. Although created in collaboration, the presentation of the poster will be completed as an individual expression of the creator to a small group, through a gallery walk. The solution was developed in Part 2 of the unit, through group discussion. Students will be assessed on the quality of the poster and the logic of the presentation and the creative expression of their individual ideas.

Instructor Policies

To be filled in by instructor if there are additional items not covered in Department Policies. If none, delete this section.

Department Policies**ACADEMIC HONESTY**

The Code of Academic Honesty is detailed online in IIT's Student Handbook at web.iit.edu/student-affairs/handbook/fine-print/code-academic-honesty. Students are expected to conform to the rules and procedures in the handbook. The code of conduct governing writing by students at Illinois Tech requires original writing, prohibits plagiarism, and provides severe sanctions for plagiarism. Original writing consists of thinking through ideas and expressing them in your own way. If the ideas are from other sources, use footnotes or other citation methods to indicate the source of the ideas. Plagiarism and other violations of academic integrity are strictly prohibited. For more information on plagiarism and how to avoid plagiarism, refer to web.iit.edu/cac/student-resources/writing-guides/writing-process/plagiarism-and-avoiding-it.

What is Plagiarism?

Plagiarism is the act of passing off someone else's work or ideas as your own, either in writing or in speaking (for example, in presentations). **Please note:** Academic honesty policy also applies to the content created using AI. Use of AI tools such as ChatGPT and Google Translate (just to name a few) may only be used if specifically allowed by the instructor.

Also, note that any course materials, including course slides, assignments, tests, quizzes, or papers cannot be uploaded or shared outside of the course or to any sites online (Chegg, CourseHero, etc) without the professor's written permission. Doing so is a violation of the academic honesty policy of the university. See above.

ATTENDANCE AND PUNCTUALITY

It is the student's responsibility to attend all classes and arrive early to start class on time. Student attendance is recorded and reported for immigration purposes. All courses at Illinois Tech carry the same importance. English language courses are equally as important as major courses in degree programs. Missing English language courses to attend another course's activity/event/meeting/trip is not acceptable.

Please note:

- Non-attendance does not constitute an official withdrawal.
- Students may not attend any classes unless they are properly registered for the course.

No Late Assignments or Assessments

Late assignments or assessments will not be accepted. Achievement of the Student Learning Outcomes is measured through these assignments and assessments. It is the student's responsibility to participate in and/or submit all in-class and take-home assignments or assessments on time and to maintain an awareness of the grade in the course. Non-emergency appointments should not be scheduled during class time. If a student misses a class, it is the student's responsibility to communicate with the instructor and/or a classmate to find out what was missed. If an assessment is missed due to a documented emergency, the student must communicate with the instructor within 24 hours of the exam for a solution to be considered.

Extended Absences

When illness or emergency requires a student to miss an exam and/or more than two days of class, the student must notify the course instructor. It is also recommended that the student contact the office of the Dean of Students (dos@iit.edu) to request an excused absence. It will be necessary to provide written documentation of the reason for the absence(s).

FINAL EXAMS/ASSESSMENTS

All students must attend all assessments/exams and/or department assessments in order to successfully pass the course. Students should not make travel arrangements prior to the Saturday of finals week, or they risk failing the course for missing the final.

Final Exam Conflicts - The Final Exam period is different from the regular class schedule and can be located at web.iit.edu/registrar at least 3 weeks before the final exam period. Students must plan on attending the scheduled final exam day and time; students should NOT make travel plans until after the Saturday of finals week.

Online Courses with In-person Exam Conflicts - Students may have final exam conflicts with online courses with in-person exams. In this situation, the student should email the instructor with the details of the conflict (date, time, CRNs, A#) so that there is a written record. **If the course with a conflict is an online course with an in-person exam, the student MUST reschedule the online course exam.** The students should copy both instructors and email els@iit.edu.

CLASSROOM CONDUCT

The conduct required in this course is the same conduct that would be required in an academic or professional setting. This means students are expected to participate, ask questions, come up with new ideas, stay focused, and stay alert. For the university's code of conduct, please visit <https://web.iit.edu/student-affairs/handbook/fine-print/code-conduct>.

ELECTRONIC DEVICES

Personal use of electronic devices is not allowed during class sessions unless used in a specific activity with instructor permission. You are asked to silence and put away your phone and open your computer only for assigned tasks.

EMAIL COMMUNICATION

All students must use their official hawk.iit.edu mail address to contact faculty and staff. Emails from personal accounts will not be accepted.

DISABILITIES

Reasonable accommodations will be made for students with documented disabilities. To receive accommodations, students work with the Center for Disability Resources to obtain services and a letter of accommodation. Contact CDR at <https://web.iit.edu/cdr>, 312.567.5744 or disabilities@iit.edu.

SEXUAL HARASSMENT AND MISCONDUCT INFORMATION

Illinois Tech encourages anyone experiencing sexual harassment/misconduct to speak with someone about what happened, so they can get the support they need and the school can respond appropriately. If you wish to speak confidentially about an incident you believe falls under sexual harassment/ misconduct, please contact the school's **Confidential Advisor service** at (773) 907-1062. For a list of resources and more information, visit the University's Title IX website: <https://www.iit.edu/title-ix/policies-and-procedures/illinois-tech-policy>.

ENGLISH LANGUAGE SERVICES FEEDBACK

We value your feedback and take it seriously. If you have suggestions, complaints, or any other feedback related to this course (placement, grades, my teaching), you can contact the English Language Services department using [this form](#) or email els@iit.edu. English Language Services staff will direct your feedback to the Director or Associate Director for review.

ADDITIONAL RESOURCES

For help enhancing your language skills, please visit our [English Resources page](#). For resources at Illinois Tech, please refer to the on-campus services page at <http://bulletin.iit.edu/graduate/campus-overview/campus-resources/>.

The mission of English Language Services (ELS) at Illinois Tech is to provide engaging English language programs and services in a dynamic learning environment relevant to the academic and professional needs of multilingual learners, as well as promote intercultural awareness in the university community.