

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> - IT 4C8-1 for adjuncts
Office Hours	Day(s) and time(s) and by appointment
Department	English Language Services (ELS) - els@iit.edu

Course Information

Course #	COM 212 / CAPS 054
Course Title	Telling Your Story: Advanced Language Skills for Academics and Work
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 course focuses on the most important topic of all: YOU! You have a unique story to tell – whether in an interview, a discussion, or a professional presentation – and this course will give students the opportunity to develop advanced language skills to describe their background, culture, accomplishments, field of study and interests. Through engaging with audio and video materials, active reading, and intensive speaking practice, students will work to develop personalized responses to a variety of behavioral interview questions, research and contribute information from their individual fields into a group discussion, as well as write and present on a technical topic to a general audience of students.

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

Course Learning Outcomes

Students will be able to...

1. Manage a discussion, in which they present a point of view, weigh options, make and respond to suggestions, respond to objections and offer alternative points of view, agree to disagree, and reach a consensus.
2. Participate in a behavioral interview, providing logical, structured responses using the STAR technique and asking accurately formed and appropriate follow-up questions.
3. Logically organize and structure a presentation applying story-telling techniques and appropriate level of formality with a natural delivery and using research and data for support.
4. Take notes on a lecture that involves organization of main ideas and supporting details; identify speaker's purpose, position, and tone, make inferences based on the content of the listening, and apply strategies to develop vocabulary.

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	No required text. Materials will be provided by the instructor and research materials will be sourced by the students as part of the research component of the course.
Tools	VoiceThread Google Classroom Google Drive This course may require the 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.

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	SLOs	Percentage
Assignments (In class/out of class, quizzes)	All	15%
Week 8 Portfolio Assessment 1 <ul style="list-style-type: none"> ● STAR Stories 20% ● Individual Skills Presentation 15% ● Follow-Up Questions 10% 	2,3,4 HUM: 1,3 COM: 1-6	45%
Week 15 Portfolio Assessment 2 <ul style="list-style-type: none"> ● Lecture notes and assessment 10% ● Presentation on making a connection to individual field of study 10% ● Structured Discussion 20% 	1,3,4 HUM: 2 COM: 1,4,5,6	40%

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

The course will give students the opportunity to develop skills in

- A. listening actively during a conversation
- B. telling a story in a logical and organized manner
- C. presenting technical information in a manner that can be understood by a non-technical audience
- D. using the STAR response technique for interviews
- E. asking appropriately formed and high-quality follow-up questions
- F. taking effective and well-organized notes while listening
- G. listening to and synthesizing technical material
- H. integrating researched material into a structured discussion
- I. making and responding to suggestions and proposed solutions
- J. asking for and providing information
- K. asking for, presenting, and responding to a point of view
- L. weighing options and making decisions

Course Agenda

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

Week	Topic	Assessments
1	Interview skills: "Tell me about yourself" Sharing your personal story and expressing cultural and individual understanding of the experience of others.	
2	Advanced active listening making culturally sensitive connections Interviewing skills: Introduction to Behavioral Interview Questions; asking appropriate and insightful questions	
3	Interviewing skills: Behavioral Interview Questions and Introduction to STAR Technique	

4	Behavioral Interview Questions - STAR Stories One and Two	<p>Personal story portfolio assessment: Part 1 – STAR Stories The deliverable of this assessment will be two well-developed, edited and practiced behavioral interview responses. Students will submit, for grading, written responses (STAR stories–situation, task, action, and result) to two interview questions. One of the stories will be assessed either in person or via VoiceThread in a mock interview situation. The stories will respond to questions that the student has critically examined through a cross-cultural lens. Students will be graded on their ability to express their unique personal experience while exhibiting knowledge and sensitivity around the cultural setting.</p>
5	Individual Skills Presentation: Presenting an Academic Accomplishment	
6	Presenting an Academic Accomplishment and Asking Excellent Questions	<p>Personal story portfolio assessment: Part 2 – Individual Skills Presentation This assessment focuses on examining the impact of student academic accomplishments with a specific technological/social/ethical issue. In this assessment students will share an academic accomplishment from another course, for example, their current research work or an academic project completed in the past. The output is a short “story” or explanation in lay terms of the process, what was gained, and the potential impact on the world around them. Students will apply an appropriate level of formality, integrating relevant research and data for support. The story would be something a student would potentially use in an interview or other professional context. The project will be presented either on VoiceThread or as a gallery walk for the class.</p>
7	Asking Excellent Questions	
8	Putting it all together in an Interview	<p>Personal story portfolio assessment: Part 3 – Written Assessment: Follow-Up Questions and Answers Students will first take notes on a specific technological/social/ethical issue relevant to the course, through audio or video. Then, the students will work to develop high-quality follow-up questions using insightful language in order to gain a better social and cultural understanding of the topic. Questions will be grammatically correct, culturally appropriate to the situation, and crafted to unearth a deeper understanding of complex cultural concepts. These questions will be submitted in writing to the instructor.</p> <p>Personal Story Portfolio Assessment Complete</p>
9	Identifying an issue for further research and discussion	
10	Researching an issue	

11	Synthesizing ideas from multiple perspectives	<p>Proposal Development Project: Assessment 1: Learning and investigating the “problem” Listening and taking notes, discussing as a group</p> <p>The goal of this project is for a small group of students to develop a proposal for solving a complex cultural problem. To begin the project, students will, as a group, learn about and take notes on a video about the topic to be studied. Video topics may include relevant themes such as water insecurity, food deserts, or personal safety. This first assessment will be a written exam of listening comprehension. In addition, students will be graded on the quality of their notes.</p>
12	Presenting your ideas and position	
13	Advanced Discussion Skills	<p>Proposal Development Project Assessment 2: How does your field of study connect with this problem?</p> <p>After learning about the complex social problem through listening, students will move on to independently making a connection between the problem and their chosen area of study here at Illinois Tech (their major/program). The student will be focusing on how other professionals in their field are addressing the topic/problem being studied. Students will turn in an original graphic interpretation that addresses the topic from the lens of their unique area of study. The graphics will be graded through a gallery walk in the classroom in which the poster/graphic is displayed and students independently present their unique solution, linking their professional and academic focus with the social issue.</p>
14	Advanced Discussion Skills	
15	Advanced Discussion Skills	
Final Exam Week	Structured Discussion	<p>Proposal Development Project Assessment 3: Discussing and developing a proposal to address the problem</p> <p>The focus of the discussion is effectively listing the unique and sometimes culturally specific priorities for solving the problem/issue and ranking the top three most pressing priorities, according to the group. The students' position will be informed by their academic discipline and supported by their research into the particular issue. The discussion will take place among small groups of 4-5 students during which they will present a point of view, weigh options, make and respond to suggestions, respond to objections and offer alternative points of view, agree to disagree, and reach a consensus. At the end of the discussion, the students will submit an original list of the top three priorities that their group feels must be addressed to tackle the problem.</p>

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 permitted 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.