Sample Listening Syllabus & Course Schedule

Course name, location, and time: Instructor: Office: Phone: Preferred e-mail address: Office hours:

Teaching assistant(s) name: Office: Phone: E-mail address: Office hours:

Required text: Worthington, D. L., & Fitch-Hauser, M. (2018). *Listening: Processes, Functions, and Competency (1st ed.)*. New York: Pearson Education.

Course Objectives

Listening is a central component of the communication process. However, few individuals receive any formal listening instruction. This course is designed to review the concepts necessary to observe, identify, and hone one's listening skills. We will study listening in contexts ranging from family to romance and organizations to health. The future of listening research will also be discussed. Toward that end, class assignments are designed to teach you the skills needed to be an effective listener. The skills and knowledge you will gain in this class will be useful for you in many ways. Developing your listening skills can make you a more supportive friend and family member, and help you process information more effectively.

Below are the policies and guidelines for this course. Please read these policies carefully. If you have any questions regarding them, please contact me as soon as possible. If you have any questions or problems with course assignments, my evaluation of your performance, or any other aspect of the course, please let me know. Issues are more easily dealt with earlier rather than later in the semester.

Assessment of Student Learning

Grades will be based on the following scale:

A (90 - 100): Excellent work B (80 - 89): Good solid work C (70 - 79): Average work D (60 - 69): Poor work F (<60): Failing work

Grades will be based on the degree to which students meet the guidelines laid out for each assignment. Please note that as you progress throughout the semester, the standards by which assignments are judged change with your level of knowledge and experience. Before submitting assignments, be sure to check the assignment to ensure that all of the required elements are present. Participation - 5 percent Personal Listening Goals - 5 percent Personal Listening Reflection - 5 percent Group Analysis Assignment - 25 percent Library Project - 20 percent Organizational Listening Project - 20 percent Midterm Exam - 15 percent Final Exam -15 percent

Class Attendance

You are expected to attend all classes just as you are expected to go to work every day when employed. You also are expected to read the assigned materials and participate in meaningful, constructive ways in class discussions.

Readings must be completed by the day they are assigned on the course schedule. Be sure to read the book and take notes while reading; lectures are intended to complement (not duplicate) that information. All assignments are due on the specified due date, and late assignments will not be accepted in this class.

Arrangements to make up missed class work due to excused absences shall be initiated by the student. In the event of an excused absence, you should be prepared to turn in or present any work you missed due to an excused absence on the day you return to class. If you are not prepared the day you return to class, you will receive a zero for the assignment.

Honor Code

The Honor Code found in your student handbook/bulletin will be strictly enforced in this class. Thus, academic dishonesty in any form will not be tolerated in this class. All work must be completed independently unless it has been specified as group work.

Consequences for plagiarism and other types of academic dishonesty range from failure of an assignment to failure of the course. University policy for academic dishonesty will be strictly adhered to. You are encouraged to review your student handbook for policies related to academic conduct. If you are not clear about what constitutes plagiarism, please ask.

Other Policies

The instructor reserves the right to make changes to class assignments and schedule, and such changes will be announced in class. In the event of absences, students are responsible for checking to see if such announcements have been made.

Any student who creates a hostile classroom environment will lose points from his/her participation grades for the day on which the incident occurs. This course prompts a great deal of class discussion, and class members may have strong opinions, but rudeness and intolerance will not be allowed.

Reflecting personal beliefs and university policy, this class is built on a foundation recognizing the importance of diversity. Thus, this class is inclusive of all underrepresented and minority groups whatever their race, religion, national origin, gender, age, ability or sexual orientation. Students requiring special accommodations should meet with the instructor during the first week of class to discuss special considerations.

Brief Review of Class Assignments

Participation: Number of absences, class contribution to discussion, and your participation in assignments given in-class constitute your participation grade.

Personal Listening Goals Development: Before studying listening in-depth, identify several aspects of your personal listening habits that you would like to change as you participate in this course. Develop three specific listening goals for yourself, and be sure to explain why you chose these goals. This paper will be two to three pages in length.

Personal Listening Goals Reflection: Think about the listening goals you identified in a paper at the beginning of the semester. Review your original paper. What did you learn this semester that you could apply to your goals? Refer to specific lecture and text materials. In what ways has your listening improved over the course of the class? The paper will be two to three pages in length.

Group Analysis Assignment: As a group, select a movie for analysis. To meet the needs of the assignment, the movie should focus on one of the contexts addressed in the text. You may wish to watch the film prior to choosing it to ensure that it provides enough substance to meet the assignment requirements. Film choice will require prior approval, and if I have not seen the film, you will need to provide a copy for my review approximately one week prior to the assignment's due date.

Once your movie choice is approved, your group must analyze it to determine how and why listening is important within the film. In performing this analysis, you should utilize as many of the theories and research findings from class as possible. My hope is that you will demonstrate your ability to apply the materials from class and to draw conclusions about how listening is crucial to daily life. In addition to applying materials from the text, each group member is responsible for locating one recent (2002+) academic article related to the subject matter. (Each group member must produce a different article.) The material from the articles must be incorporated into your paper and class presentation. Members will turn in a copy of the article along with the final group paper.

As a group, you will have to give a 20-minute presentation (with 5 minute set up time). Each member of your group must participate in the presentation, and the presentation should include clips from the film that support your points. Film clips should take a maximum of four minutes of the presentation time.

As a group, you must also turn in a project paper. This paper should be roughly 4 typed pages per group member (although it can certainly be longer). This paper should both contain the material from your inclass presentation and present any additional insights you did not have time to discuss in class. The job of the paper is to demonstrate that you understand an identified listening skill, have observed it in a movie, and are able to link that observation to listening theory in some practical and functional way.

Library Project: Go to the library and find two articles about listening. One article should be a research-based article from a peer-reviewed academic journal. The other article should look at listening from an applied perspective and may come from a non-peer-reviewed source. Write a brief summary of each article and bring the articles to class and be prepared to discuss them. You will be expected to turn in your summaries and the articles.

Organizational Listening Project: Select an organization. Research that organization's history, its communication practices, and its purpose and mission. Identify who the target publics are and how the organization listens to those publics. Write a four to five page paper outlining what you find, using the following guide lines to help you investigate:

- 1. Who/what is your organization?
 - How long has the organization existed? What is the organization's history? What is the purpose of the organization and what does it do? What are the organization's goals and objectives? Mission?
- 2. Who/what are the target publics?

On which target public does the organization want to focus? What does the public need or want from the organization? What is the organization's current image with its target publics?

- What does the organization want from the target public?
- 3. What type of listening is the client currently using?

What methods has/does the organization use to reach out to its various publics?

How effective or ineffective have these efforts been?

How has the degree of effectiveness been measured?

- 4. What type of listening strategies has the organization used in the past?
- 5. What communication channels has the organization used?
- 6. What are the organization's current communication/listening needs?
- 7. What is the specific communication/listening need you have been asked to address? What is your analysis and assessment of that project?

Examinations: There are two scheduled examinations (one midterm and one final exam). The midterm will cover the first half of the semester, and the final exam will cover material discussed after the midterm. Questions on the exam may consist of multiple-choice, true-false, short answer, or essay questions. Tests will cover assigned reading, lecture material, and class discussion topics. All exams must be taken, and the final exam will be given only on the date specified for this class.

Course Schedule

Class Meeting	Material Covered	Readings
	Course Overview	
1	Discuss syllabus and course goals	
	Assignments: Assign Listening Goals Development	
	Introduction to Listening	
2	Definitions of listening – How listening is a critical competency	Chapter 1
	Assignments: Listening Goals Development ongoing	
3	Introduction to Listening	
	Various listening models – Listening MATERRS model	Chapter 1
	Assignments: Collect Listening Goals Development	
	Introduction to Listening	
,	How listening affects you – How technology affects listening	
4	Assignments: Discuss Group Analysis Assignment details	Chapter 1
	Types of Listening	
-	Measuring listening skills – Different types of listening	
5	Assignments: Group Analysis ongoing	Chapter 2
	Types of Listening	
_	How empathy affects listening – Culture and gender effects	
6	Assignments: Group Analysis ongoing	Chapter 2
	Types of Listening	
	Different levels of listening	
7	Assignments: Group Analysis Movie Approval Day	Chapter 2
	Listening and Information Processing	
8	The Intrapersonal Information Flow model	
	·	Chapter 3
	Assignments: Assign Library Project	
	Listening and Information Processing	
9	Schemata and scripts	Chapter 3
	Assignments: Group Analysis / Library Project ongoing	
	Listening and Information Processing	
10	Contributions of schema theory to listening	Chapter 3
	Assignments: Group Analysis / Library Project ongoing	1
	Individual Listening Differences	
11	Communibiology – Aspects of personality	Chapter 4
	Assignments: Group Analysis / Library Project ongoing	onupter 1
	Individual Listening Differences	
12	Myers-Briggs Type Indicator® - Listening Style Profile	Chapter 4
	Assignments: Group Analysis / Library Project ongoing	Chapter +
	Individual Listening Differences	
13	Communication apprehension – Cognitive complexity	Chapter 4
13	Assignments: Group Analysis / Library Project ongoing	Chapter 4
	Student Library Project	
14	Article Presentations	
14	Assignments: Collect Library Project	
	Listening in a Mediated World	
15	Noise, Devices & Social Interactions	
	Assignments: Group Analysis Project ongoing	Chapter 5

	Listening in a Mediated World	
16	Multitasking, Media & Learning	
	Assignments: Group Analysis Project ongoing	Chapter 5
	Listening in Conversations	
17	Listening as a back channel – Grice's maxims	Chapter 6
	Assignments: Group Analysis Project ongoing	
	Listening in Conversations	Chapter 6
18	Variables of conversation - Storytelling	
	Assignments: Group Analysis Project ongoing	
	Listening in Conversations	
19	Social support – Bannon Four Stage Conflict Process	Chapter 6
	Assignments: Group Analysis Project ongoing	
	Family Listening	Classifier 7
20	Family-related variables that influence listening habits	Chapter 7
20	Assignments: Group Analysis Project ongoing	
	Family Listening	Chanton 7
21	Storytelling and family functioning	Chapter 7
21	Assignments: Group Analysis Project ongoing	
	Family Listening	Chanten 7
22	Parents as communication teachers – Midterm review	Chapter 7
22	Assignments: Group Analysis Project ongoing	
23	Midterm Review Day	
24	Midterm Examination Day	
	Listening and Romance	
25	Differences in childhood, adolescent, and adult friendships	Chapter 8
23	Assignments: Group Analysis Project ongoing	Chapter o
	Listening and Romance	Chapter 8
26	Strategies to maintain friendships	
20	Assignments: Group Analysis Project ongoing	Chapter 6
	Listening and Romance	Chapter 8
27	Factors in how couples handle conflict	
-	Assignments: Group Analysis Project ongoing	
	Listening in the Educational Setting	
28	Individual differences that affect academic listening	Chapter 9
20	Assignments: Group Analysis Project ongoing	Chapter 9
	Listening in the Educational Setting	Chapter 9
29	Academic learning styles and apprehensions	
->	Assignments: Group Analysis Project ongoing	
	Listening in the Educational Setting	
	How culture and socioeconomic groups affect academic	Chapter 9
30	success	
	Assignments: Group Analysis Project ongoing	
	Organizational Listening	Chapter 10
31	Factors that affect organizational listening	
	Assignments: Assign Organizational Listening Project	
	Organizational Listening	
	Models used to examine organizational listening	Chapter 10

	Assignments: Organizational Listening / Group Projects	
	ongoing Organizational Listoning	
	Organizational Listening	
22	Steps for becoming a listening organization	Classical 10
33	Assignments: Organizational Listening / Group Projects	Chapter 10
	ongoing Listening in the Health Context	
	How listening affects healthcare	Chapter 11
34	Assignments: Organizational Listening / Group Projects	
54	ongoing	
	Listening in the Health Context	
	Patient and physician communication	
35	Assignments: Organizational Listening / Group Projects	Chapter 11
	ongoing	
	Listening in the Legal Context	
	Different listening contexts in legal communication	
36	Assignments: Organizational Listening / Group Projects	Chapter 12
	ongoing	_
	Listening in the Legal Context	
37	Listening challenges in the courtroom - ADR	Chapter 12
57	Assignments: Collect Organizational Listening Project	
	Transformational Listening	Chapter 13
•••	New ways to measure aspects of listening	
38	Listening, Architecture and Technology	
	Assignments: Group Analysis Project ongoing	
	Transformational Listening	
39	New research in conversation & education	Chanton 12
39	Assignments: Group Analysis Project ongoing Assignments: Assign Listening Goal Perfection	Chapter 13
	Assignments: Assign Listening Goal Reflection Group Presentations Begin (if needed)	
	Groups presenting submit papers	
40	Assignments: Listening Reflection ongoing	
	Group Presentations	
	Groups presenting submit papers	
41	Assignments: Listening Reflection ongoing	
	Group Presentations	
12	Groups presenting submit papers	
42	Assignments: Listening Reflection ongoing	
	Group Presentations (if needed)	
43	Groups presenting submit papers	
43	Assignments: Listening Reflection ongoing	
	Personal Listening Goal Reflection discussion	
44	Review for Final Exam	
77	Assignments: Collect Listening Goal Reflections	
	Course Wrap-up / Final Exam Review Day	
45	Course thrup up / Final Exam review Day	