

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 in-class 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

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

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

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