

COMM 4355: Listening
Spring 2017
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TEXTBOOK:

There is no textbook for this class. All reading material is provided in the class modules, in audio clips, PowerPoints, posted readings, on-line readings, and YouTube clips POSTED ON eLearning site for the class.

COURSE DESCRIPTION AND LEARNING OUTCOMES:

This listening program is the study of the theory, cognitive constructs, processes of listening and thinking, methods of improving knowledge and skills, as well as career/classroom applications. PREREQUISITE: Jr. Standing. Students should have a basic awareness of listening as an essential part of the communication process.

When finished with this course, the student should be able to:

1. recognize listening as an active process.
2. describe how listening helps you make connections with others in all aspects of your life.
3. explain the complex nature of the listening process.
4. analyze the role of feedback on communicators' ability to listen effectively.
5. differentiate among the functions of listening behaviour.
6. select specific attitudes and behaviours to help you overcome the barriers to listening.
7. identify instances where you must be a critical listener.
8. judge the concepts of thinking preferences and how they affect our lives.
9. consciously employ an awareness of your own and others' thinking preferences by adapting your own messages to others and maintaining an openness to listening to others' messages.
10. describe the affect thinking preferences have on the communication process.
11. critically evaluate information to which we listen.
12. develop and support strong critical thinking skills.

This course satisfies the following National Communication Association's Learning Outcomes in Communication (LOC):

- *LOC #2: Employ communication theories, perspectives, principles, and concepts*
- *LOC #4: Create messages appropriate to the audience, purpose, and context*
- *LOC #8: Utilize communication to embrace difference*

COURSE REQUIREMENTS:

1. Participation. Quality participation is the key to learning as much as you can in any course, but in this one, participation not only provides an interactive classroom environment where you can learn. (315 points)

2. Assignments. Pause to Reflect (P2R) questions, statements, or issues are provided verbally and/or in writing in class, in emails, or, on the eLearning site for this class. P2R and in-class discussion assignments are to be used for class discussion and turned in at the end of the class period. Some may be typed others are handwritten. All other assignments must be typed. Please use 12-point font, double-spacing, and use APA or MLA styles. Hand-written assignments or unstapled assignments will receive no points. Assignment due dates are not flexible unless we mutually arrive at a decision to refine the dates. I do not intend to return these cards, but please know I do read them and mark grades in the grade book. If your response is not adequate, I'll let you know.

3. Self-assessment paper. Carefully reflect on and review your own strengths and weaknesses. Set a series of goals for yourself that you want to move toward accomplishing. Write a two-page paper analyzing your strengths and weaknesses, and then create, on a separate page, your list of goals for improving listening. What, specifically, do you want to improve? How will you go about that improvement process? (10 points)

4. Exams, quizzes, and quiz creation. You will be assigned to groups. Your group will be assigned topics--specific readings, handouts, concepts, or portions of chapters. The group will create exam questions for that chapter: 7 multiple choice questions; 2 short answer questions with answers (require 2-3 sentences to answer); and one synthesis essay question worth about 20 points—you should outline what is required in an answer. Put all answers on a separate sheet. You will present your questions and give the rest of the class time and opportunity to answer them, and then verify correct answers. (100 points)

5. Keep a journal about listening for three+ weeks. Oral report [five minutes] with a sheet listing your major findings: how well did you listen? What problems did you encounter in listening? What kinds of situations did you observe about listening for others? When there were listening problems, what was the cause? How could the problems be solved? (20 points)

6. Listening interview and commentary. Select someone you believe to be a good listener in a field you are considering for a career. Interview that person about the role of listening in their lives. Include questions on, but not limited to: (a) What role does listening play in your job?, (b) How important is it to be a good listener?, (c) What listening skills are especially important?, (d) What training have you had in listening?, and (e) What advice do you have for someone entering your field?. Include the person's name, position, and date of the interview. Do not interview someone in your own family or a close friend. Call ahead to set up the interview and tell them it will take approximately 20 to 30 minutes. Interviews may be completed by phone or by email. Papers include specific questions asked and a list of the major results from the interview. Please do not interview family members, as this does not meet my assignment criteria! (25 points)

7. Final project: Research paper and oral presentation. (100 points)

TENTATIVE SCHEDULE:

Week 1 INTRODUCTIONS; Introduction to the Class;
Definitions and discussion; Listening as a Cognitive Construct;

Harfield Cognitive Listening Model
Reading Assignment: Read Module 1

- Week 2 Module 1 Introduction and Overview of Listening;
The Listening-Thinking Connection discussion & In-class activities
Self-Assessment Papers Due
- Week 3 Module 1 wrap-up, discussion, and Quiz Creation
- Week 4 Module 2 Thinking Preferences
- Week 5 Continuation of Thinking Preferences
- Week 6 Module 3 Focus and Attention
- Week 7 Journals due—short oral presentation
- Week 8 Continuation
Wrap up Focus and Attention
Quiz Creation and Exam#1
- Week 9 Module 4 Memory; YouTube clip & discussion
- Week 10 CONTINUE Memory, discussion and YouTube Clip plus discussion
Quiz; Listening interview paper & oral presentation due
- Week 11 Finish Memory – Work on Strategies to Improve listening and memory
- Week 12 Module 5 Comprehensive Skills
- Week 13 Complete comprehensive skills and quiz
- Week 14 TED talk and discussion; Application to the various course modules
- Week 15 Module 6 Responding skills
- Week 16 Final projects with Oral presentations (exam)

