



**COM 230 - LISTENING
(Blended Format) 10870
Spring Term 2018 6:45 – 9:15 PM
Classroom: CSS170**



LEARNING GUIDE: Rick Bommelje
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Office: Cornell Social Science 153
Office hours: Mon 2:30 – 3:30 pm; Thu 5 – 6 pm;
plus by appointment



COURSE DESCRIPTION

CATALOG DESCRIPTION: The study of the art of listening and its importance in our personal and professional lives. Students learn to analyze, assess, and improve their own listening abilities.

The father of the field of listening, Dr. Ralph Nichols, said years ago, “*Our education system is upside down. The thing we do the most of, we have the least amount of formal education in.*” Unfortunately, too many people view listening as simply being ‘common sense’. If this were true, there would be fewer conflicts, clashes, team breakdowns, divorces, etc. This course will give you the foundations of what some experts call ‘the forgotten communication skill’. Listening requires the necessary knowledge, skills and attitude that in combination enable people to thrive personally and professionally.

The majority of our communication time is spent listening. However, it is estimated that the average person misunderstands, ignores, or forgets approximately 75% of what they hear. Although listening is classified as a “basic skill”, very little education is devoted to its development. In fact, very few people have completed a college course that focuses exclusively on this communication mode.

The purpose of this course is to build your listening knowledge base and to expand the capacity of your listening attitudes and behavior. You will become familiar with the historical development of listening theory and supporting research. You will become aware of your own listening behavior through self-examination and assessment. You will also learn how to distinguish your listening roles and responsibilities and develop strategies for increasing your listening performance.

A Message From Rick

Welcome, listening leaders, to the COM 230

LISTENING journey. Listening is the one activity you do more in your life than any other activity except to breathe. Yet, there is more and more evidence that lack of listening is rampant in our world today. Everything rises or falls with the quality of your listening. I have designed this 'elective' course to approach listening from a holistic perspective that can impact every area of your life. My hope is that you will immerse yourself into the study of listening and approach it as the beginning of a lifelong pursuit of listening excellence. Listening leaders make and keep the commitment to themselves to bring their whole self into the journey.

I look forward to serving as your Guide.

Rick D. G.

COURSE GOALS

By the end of the course, you should be able to:

- ☑ Learn the process of and the role of listening in communication;
- ☑ Define listening and be able to measure it personally and professionally;
- ☑ Assess your current listening behavior and identify strengths and opportunities for development
- ☑ Explore the primary listening purposes and learn strategies to increase your effectiveness in each one;
- ☑ Listen more effectively by analyzing your listening behavior and making necessary adjustments;
- ☑ Value listening and the impact that it has on all aspects of life; and
- ☑ Know how to keep learning about listening after the course is over.

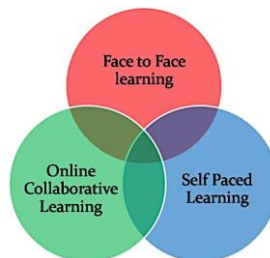


MISSION STATEMENT

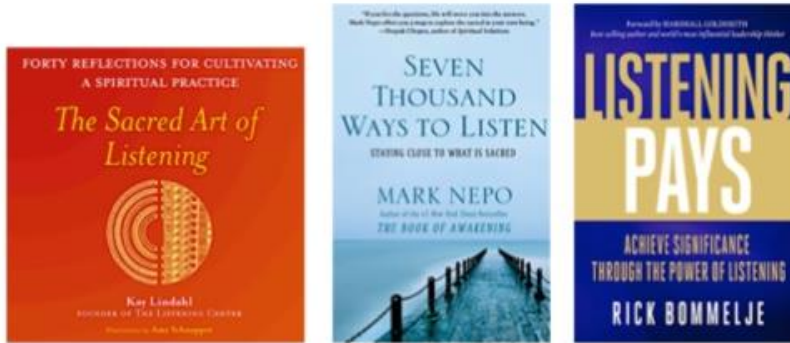
Rollins College educates students for **global citizenship** and **responsible leadership**, empowering graduates to **pursue meaningful lives** and **productive careers**. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are **excellence, innovation, and community**.

COM 230 directly links to the mission statement of Rollins. Global citizens and responsible leaders have developed a lifelong discipline of deep listening. To have a meaningful life and a productive career, listening is core foundation behavior. During this course, we will live by the Rollins' principles of excellence, innovation and community.

This course is delivered in the BLENDED FORMAT, which consists of a combination of in-class and self-learning sessions.



REQUIRED READING RESOURCES



- ✓ Lindahl, Kay The Sacred Art of Listening, Skylight Paths Publishing, 2008
- ✓ Nepo, Mark. Seven Thousand Ways to Listen. Free Press, 2012
- ✓ Bommelje, Rick. Listening Pays: Achieve Significance through the Power of Listening, Leadership & Listening Institute, Inc., 2013

TECHNOLOGY IN THE CLASSROOM



We will create a positive learning environment that serves the purpose of the work. To help to accomplish this, we will avoid 'technological' distractions.

In order to optimize the time that we are together each session, please respect the following guidelines that apply to technological devices:

1. Your phone is turned off or put on vibrate or airplane mode.
2. Your phone is put away and not visible.
3. You may take notes using your laptop, notepad or other device.
4. Internet use is NOT permitted while class is in session.

This is about self-discipline: Disciplined people, disciplined thought, and disciplined action.

COURSE REQUIREMENTS

NOTE: ALL ITEMS ARE SUBMITTED ON BLACKBOARD

WEEKLY LISTENING ACTIVITIES

You will respond to applied knowledge activities. A Grading Rubric will be provided.

DEEP LISTENING INTERVIEW

Deliver a 4-minute presentation to the class on your experience in the deep listening interview, what you learned, and the main wisdom point you want your peers to remember. A Grading Rubric will be provided.

DISCUSSION BLOGS

During the Asynchronous (Virtual) sessions, you will post a response to designated questions and also respond to peers. A Grading Rubric will be provided.

SACRED ART OF LISTENING PAPER

You will write a Response Paper on the Reflection that means the most to you and interpret the accompanying diagram. A Grading Rubric will be provided.

LISTENING PERCEPTION ASSESSMENT PAPER

You will write a detailed action plan on the results of the LPA Report. A Grading Rubric will be provided.

LISTENING VIDEO

You and your team members will create an original and dynamic listening video that depicts some aspect of the course. Guidelines for the video will be provided.

SEVEN THOUSAND WAYS TO LISTEN PAPER

You will write a Response Paper on the chapter that means the most to you. A Grading Rubric will be provided.

LISTENING PAYS BOOK REVIEW

You will write a detailed book review. Specific questions a Grading Rubric will be provided

MID-TERM & FINAL EXAMS

You will be challenged on content retention and application. Study guides will be available for each session. The exams are timed.

COURSE REQUIREMENTS (CONTINUED)

ATTENDANCE

Showing up counts.

0 – 1 Absences: Full Credit = 5 Quality Points

2 Absences: 80% = 4 Quality Points

3 Absences: 60% = 3 Quality Points

More than 3 absences = NO CREDIT for this requirement.

PARTICIPATION

You are expected to be fully engaged in each session. This includes being a mindful listener, responding appropriately, and showing respectful consideration for all.

Full Engagement: 100% = 5 Quality Points

Partial Engagement: 80% = 4 Quality Points

Minimal Engagement: 60% = 3 Quality Points

No Engagement: NO CREDIT for this requirement.

GRADING SYSTEM

From Catalogue, p. 49-50

A student's work in a completed course is evaluated and recorded by letters based upon the following principles:

A: work that is exceptional in quality and that shows keen insight, understanding, and initiative.

B: work that is consistently superior and that shows interest, effort, or originality.

C: a satisfactory manner of all work required in the course.

D: the lowest passing grade. It is below the average necessary for meeting graduation requirements and ordinarily is not accepted for transfer by other institution

THE FINAL GRADE FOR COM 230 is based on the combined Total Quality Points

Listening Portfolio	40%
Midterm Exam	25%
Final Exam	25%
Attendance & Participation	10%

THE LISTENING PORTFOLIO is based the following 8 requirements and accompanying points:

Weekly Conflict Reflections	20
Deep Listening Interview	10
Discussion Blogs	20
<u>Sacred Art of Listening</u> paper	10
Listening Perception paper	10
Listening Video	10
<u>Seven Thousand Ways to Listen</u> paper	10
<u>Listening Pays</u> Book Review	10

GRADING SCALE

A	100 – 94	B+	89 – 87	C+	79 – 77	D+	69 - 67
A –	93 – 90	B	86 – 84	C	77 – 74	D	66 - 64
		B-	83 - 80	C-	73 – 70	D-	63 - 60

COURSE SCHEDULE

* DATES IN RED ARE ASYNCHRONOUS (VIRTUAL) SESSIONS

TOPIC

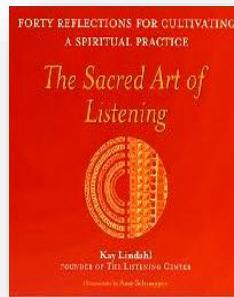
1. Jan 22 Introduction, Overview
2. Jan 29 Listening Assessment
- 3. Feb 5 The Process of Communication**
4. Feb 12 The Process of Listening
5. Feb 19 Discriminative Listening
- 6. Feb 26 Comprehensive Listening**
7. Mar 5 Comprehensive Listening
- Mar 12 Fall Break**
- 8. Mar 19 Midterm Knowledge Assessment**
9. Mar 26 Comprehensive Listening
10. Apr 2 Therapeutic Listening
- 11. Apr 9 Critical Listening**
12. Apr 16 Appreciative Listening
- 13. Apr 23 Intrapersonal Listening
Listening Styles Profile**
14. Apr 30 Listening Development
- 15. May 7 Final Knowledge Assessment**

NOTE: As situations change, this syllabus and schedule may change. If so, you will be given adequate time to adjust.



ASSIGNMENTS

- Mon. Jan 29 [Sacred Art of Listening](#) Ch. 1-10; [Listening Pays](#) Foreword, Introduction
- Sun. Feb 4 [Listening Activity #1](#)
- Mon. Feb 5 [Listening Pays](#) Ch. 2-3
- Sun. Feb 11 [Listening Activity #2](#)
[Asynchronous Session Discussion Blog #1](#)
- Mon. Feb. 12 [Sacred Art of Listening](#) Ch. 11-20; [Listening Pays](#) Ch. 4-5
- Sun. Feb 18 [Listening Activity #3](#)
- Mon. Feb 19 [Sacred Art of Listening](#) Ch. 21-30; [Listening Pays](#) Ch. 6-7
- Sun. Feb 25 [Listening Activity #4](#)
- Sun. Mar 4 [Listening Activity #5](#)
[Asynchronous Session Discussion Blog #2:](#)
[Listening Perception Assessment Action Plan Paper](#)
- Mon. Mar 5 [Sacred Art of Listening](#) Ch. 31-40; [Listening Pays](#) Ch. 8-9
- Sun. Mar 18 [Sacred Art of Listening Reflection Paper](#)
- Mon. Mar 19 **Midterm Knowledge Assessment**
- Mon. Mar 26 [Seven Thousand Ways](#) pp. 5 – 64; [Listening Pays](#) Ch. 10-11
- Sun. Apr 1 [Listening Activity #6](#)
- Mon. Apr 2 [Seven Thousand Ways](#) pp. 65 – 119; [Listening Pays](#) Ch. 12-13
- Sun. Apr 8 [Listening Activity #7](#)
- Sun. Apr 15 [Asynchronous Session Discussion Blog #3](#)
[Listening Activity #8](#)
- Mon. Apr 16 [Seven Thousand Ways](#) pp. 120 – 170; [Listening Pays](#) Ch. 14-15
- Sun. Apr 22 [Listening Activity #9](#)
- Mon. Apr 23 [Seven Thousand Ways](#) pp. 171 – 219;
- Sun. Apr 29 [Asynchronous Session Discussion Blog #4](#)
[Listening Activity #10](#)
[Listening Video](#)
- Mon. Apr 30 [Seven Thousand Ways](#) pp. 220 – 258; [Listening Pays](#) Ch. 16 - Epilogue
- Sun. May 6 [Listening Pays Book Review](#)
[Seven Thousand Ways to Listen Reflection Paper](#)
[Self-Evaluation: Participation and Attendance](#)
- Mon. May 7 **Final Knowledge Assessment**



READING SCHEDULE

Use the 5R Method – Read, Review, Reflect, Relate, and Respond

Read the reflection. **Review** key points. **Reflect** on its meaning as well as the accompanying circle illustration. **Relate** this reflection to your life. Answer the questions: What does this reflection mean to me and how does it relate to my life? What is my interpretation of the illustration?

Mini-presentation: If selected during the class session, be ready to respond verbally to the question in 1-2 minutes: What is the most meaningful reflection for me for that week? Why? What is my interpretation of the related illustration?

Jan 29

1. Listening for Essence
2. Listening as Spiritual Awareness
3. Listening to Access Your Stillpoint
4. Listening for New Possibilities
5. Listening to Communicate
6. Listening for Meaning
7. Listening for Context
8. Listening to Appreciate
9. Listening for Connection
10. Listening from your Heart

Feb 12

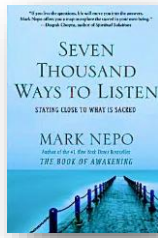
11. Listening for Soul
12. Listening with Love
13. Listening with Humility
14. Listening to Understand
15. Listening for Integration
16. Listening for Insight
17. Listening for Experiences
18. Listening as Caring
19. Listening for Each Voice
20. Listening to Reflect

Feb 19

21. Listening for Change
22. Listening for Clarity
23. Listening for Vision
24. Listening for Guidance
25. Listening with Openness
26. Listening without Prejudice
27. Listening for Perspective
28. Listening as a Gift
29. Listening for the Holy
30. Listening beyond Appearances

Mar 5

31. Listening Creatively
32. Listening for Deeper Connections
33. Listening to the Silence
34. Listening for the Questions
35. Listening through Prayer
36. Listening for Your Humanity
37. Listening with Intention
38. Listening with Gratitude
39. Listening with Authenticity
40. Listening Beyond the Past



READING SCHEDULE

Use the 5R Method – Read, Review, Reflect, Relate, and Respond

Read the reflection. **Read** the Chapters. **Review** key points. **Reflect** on their meaning.

Answer the questions: What does this mean to me and how does it relate to my life?

Mini-presentation: If selected during the class session, be ready to respond verbally to the question in 1-2 minutes: What is the most meaningful chapter for me for that week? Why?

Mar 26

- Beyond Our Awareness
- Keeping What is True Before Us
- The Gift in Receiving
- A Reality That Keeps Unfolding
- How Do We Listen to All That is Not Said?
- Being Lost
- In the Presence of Sages
- Entering Silence

Apr 2

- God Blinking
- A Conversation with the Elements
- One Living Sense
- Deep Listening
- How We Learn
- Restoring Confidence
- Honeycombs and Thinking-Strings
- Going Back Into the Fire

Apr 16

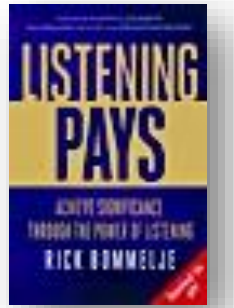
- What Happens When You Really Listen
- Being Articulate
- The Call of the Soul
- Seasons of Listening
- Outwaiting the Clouds
- Approaching the Dark Acre
- Untangling the Net
- Playing Hands with God

Apr 23

- Knowing Where We Are
- The Human Garden
- How We Injure Ourselves
- A Steadfast Teacher
- In the Hut We Call the Self
- Finding Birdsong
- The Endless Search

Apr 30

- Not Getting What We Want
- The Stilling of Our Pain
- The Mystery of the Moment
- A Closer Geography
- To Endure and Endear
- Wandering Authentically
- No Strangers in the Hear



READING SCHEDULE

CHAPTER		READ BY
Foreword by Marshall Goldsmith		
Prologue	}	Jan 29
Chapter 1: <i>The Writing on the Wall</i>		
Chapter 2: <i>The Ultimatum</i>	}	Feb 5
Chapter 3: <i>Close Call</i>		
Chapter 4: <i>A New Day Dawns</i>	}	Feb 27
Chapter 5: <i>Listening is a Gift</i>		Feb 12
Chapter 6: <i>Maturity Gap</i>	}	Feb 19
Chapter 7: <i>Trouble at Home</i>		Mar 6
Chapter 8: <i>Build a Solid Foundation</i>	}	Mar 5
Chapter 9: <i>SIER*</i>		
Chapter 10: <i>The Path to Awareness</i>	}	Mar 26
Chapter 11: <i>Relationships Matter</i>		
Chapter 12: <i>Develop Healthy Habits</i>	}	Apr 2
Chapter 13: <i>Restarting</i>		
Chapter 14: <i>Take 100% Responsibility</i>	}	Apr 16
Chapter 15: <i>Ditch the Distractions</i>		
Chapter 16: <i>Lead Your Emotions</i>	}	Apr 30
Chapter 17: <i>Take Meaningful Action</i>		
Epilogue		

CREDIT HOUR STATEMENT FOR ROLLINS COURSES MEETING 150 MINUTES WEEKLY FOR FOUR CREDIT HOURS DURING 15-WEEK SEMESTERS

Rollins College offers four-credit-hour courses. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside of class expectations include: knowledge comprehension and retention, reflection writing, experiential education, weekly listening activities, and a small-group project.

COURSE AND INSTRUCTOR EVALUATION

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

ACADEMIC HONOR CODE

Academic Honor Code Reaffirmation

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honorcode-rollins-college.pdf> Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of

Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge.

ACCESSIBILITY SERVICES

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/accessibility-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

TITLE IX STATEMENT (updated 7/12/16)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

EXCUSED ABSENCES - RELIGIOUS HOLIDAYS & ATHLETICS

Absences – religious holidays and/or campus business The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College’s policy on excused absences

(http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student’s class participation grade in the course, though, may still be affected.

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RECORDING DEVICE USE

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.