



COM 305 - LISTENING (Blended)

Fall Term 2010 – Wednesday 6:45 pm

LEARNING GUIDE: Dr. Rick Bommelje
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Office: Fairbanks Building, Room 205
Office hours by appointment
www.Listen-Coach.com

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.

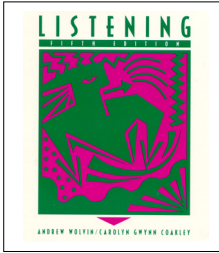
Research indicates that the majority of our communication time is spent in listening. However, it is estimated that the average person misunderstands, ignores, or forgets approximately 75% of what they hear. Although listening is classified as a "basic skill", very little education is devoted to its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

This course requires full participation and engagement. The aim is to equip you to understand your own listening attitudes and behavior, grounded from substantive and well-researched knowledge. Initial emphasis is placed on the historical development of listening theory and supporting research. The major emphasis will be placed on the foundational literature on listening. Also, you will become more aware of your own listening behavior through self-examination and exploration. You will learn how to distinguish your own listening roles and responsibilities and develop strategies for increasing your listening potential. This is the blended on-line format which consists of in-class, synchronous and asynchronous sessions.

COURSE OBJECTIVES

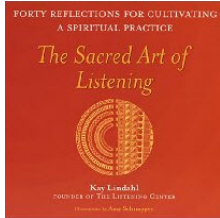
By the end of the course, you should be able to:

- ☑ Learn the process of and the role of listening in communication;
- ☑ Examine how listening effectiveness is determined;
- ☑ Evaluate listening research and materials;
- ☑ Through self-analysis, identify your personal listening qualities; and
- ☑ Listen more effectively by understanding the various purposes and styles of listening.



REQUIRED TEXT

Wolvin, Andrew D., and Coakley, Carolyn Gwynn *Listening, 5th edition*. McGraw Hill, 1996



Lindahl, Kay *The Sacred Art of Listening*, Skylight Paths Publishing, 2008, Fourth Printing

COURSE REQUIREMENTS

1. **KNOWLEDGE ASSESSMENTS** - There will be two (2) knowledge assessments given during the course -- a midterm and final. Each assessment will consist of objective and mini-essay questions plus a case analysis.

APPLIED KNOWLEDGE LISTENING ACTIVITIES – You will be engaged in a variety of applied knowledge activities which will be reported on Blackboard. Since this is an ‘action learning’ course, it is essential to complete the assignments to apply the material. **NOTE: 3 points for missed and 2 points for late entries will be deducted from the next knowledge assessment. There is a maximum 24 hour period for receiving late entries.**

2. **LISTENING PORTFOLIO**

You will compile a complete Listening Portfolio during the course. A format guide is enclosed.

- **INTERVIEW PRESENTATION** - You will deliver a 4-minute review of your listening interview. Questions for the interview will be distributed.
- **LISTENING INFOMERCIAL** – You will be part of a Listening Circle that will create a 3-4 minute Listening Infomercial (on video) that highlights a significant content point of the course.

3. **CLASS ENGAGEMENT AND ATTENDANCE** – Listening Leaders are seekers and due to the seminar nature of this course, it is expected that you will actively participate in and attend all sessions. Improvement in listening ability requires both mental and physical presence. An evaluation will be made of your level of attendance, participation, and responses (discussion skills, depth of thought, consideration for others, etc.) in the course. Significant reductions in this category will be made for 2 or more absences. Tardiness is a distraction to self and others. Frequent tardiness (2 or more times) and missing half sessions will lead to a significant reduction of points in this category.

Note: Since this is the Blended format, the first class meeting on August 25 is mandatory attendance or students will be withdrawn from the course.

There will be a self evaluation done at the end of the course to determine your grade for this component. A copy of the self evaluation form is attached.

CREATING A POSITIVE LISTENING LEARNING LABORATORY



Leaders exercise disciplined thought and disciplined action. In order to optimize the time that we are together each session, the following guidelines will be followed with regards to technological devices:

1. Cell phones will be turned off or put on vibrate.
2. Cell phones will not be answered in the classroom.
3. There will be no text messaging in the classroom.
4. If using a computer, it will be FOR NOTE-TAKING PURPOSES ONLY.
Dr. Rick's policy is that you will NOT be on the web at any time during the session, unless requested to by Dr. Rick.



Violations to any of the guidelines will result in a loss of 5 points per occurrence on the next knowledge assessment.

KNOWLEDGE ASSESSMENT GRADING SCALE

100 – 94	A
93 – 90	A –
89 – 87	B+
86 – 84	B
83 – 80	B –
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 67	D+
66 – 64	D
63 – 60	D-

GRADING WEIGHT SUMMARY

Midterm Knowledge Assessment	30%
Final Knowledge Assessment	30%
Listening Portfolio	30%
Class Engagement/Attendance	10%

COURSE SCHEDULE

IN-CLASS SESSIONS ARE HIGHLIGHTED IN **BLUE**

SYNCHRONOUS AND ASYNCHRONOUS SESSIONS ARE HIGHLIGHTED IN **RED**

Aug 25	Introduction, Overview	
Sep 1	Listening Assessment	Ch. 1
Sep 8	The Process of Communication	Ch. 2, 3
Sep 15	The Process of Listening	Ch. 4
Sep 22	Discriminative Listening	Ch. 5
Sep 29	Comprehensive Listening	Ch. 6
Oct 6	Comprehensive Listening	Ch. 6
Oct 13	Midterm Knowledge Assessment	
Oct 20	Comprehensive Listening	Ch. 6
Oct 27	Therapeutic Listening	Ch. 7
Nov 3	Critical Listening	Ch. 8
Nov 10	Appreciative Listening	Ch. 9
Nov 17	Intrapersonal Listening Listening Styles Profile	Ch. 10
Nov 24	THANKSGIVING HOLIDAY	
Dec 1	Listening Assessment Listening Infomercial	
Dec 8	Final Knowledge Assessment	

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

LISTENING PORTFOLIO

The purpose of the Listening Portfolio is to give you the opportunity to accumulate a variety of documents that will help to establish a full scale listening behavior self-development program. The following 9 items will be included in your portfolio:

1. **Listening Journal**
Maintain a daily listening journal for 21 consecutive days during the course beginning sometime after the Midterm Knowledge Assessment. See The Listening Journal guide sheet for details.
2. **Interview Report - Professional Listener**
Set up an information interview with a professional listener (i.e. anyone who works). You will be asking them a set of prescribed questions plus audio recording them. You will be responsible for preparing a typed transcript of the interview. Include a brief biographical sheet about the person you interview (photo is optional) to be distributed on the date of your presentation.
3. **Summarized Listening Article**
Select an article in the field of listening from a periodical or magazine and give a brief 2-4 paragraph summary of the contents and its relationship to the course. The article should be no more than 3 years old and be at least 3 pages in length. Your article and summary will also be **posted on Blackboard no later than November 15, 5:01 PM**. There will be no duplicates.
4. **Listening Behavior Assessment Report Summary:**
You will complete the Action Plan on page 16 within one week of receiving the Report, The summary will include your responses to all questions including your results.
5. **Listening Assessment**
Include copies of your Watson Barker Listening Test Results (Scoring Sheets) for C & D.
6. **Listening Reflection Journey**
You will write a series of 8 one page papers on the reflections from '*The Sacred Art of Listening*' over a 60 day period. Specific guidelines will be distributed.
7. **Listening Strengths and Opportunities for Development**
Give a thorough evaluation of your listening strengths and improvement areas.
8. **Listening Infomercial**
You and members of your Listening Circle will create a 3-4 minute video based Listening Infomercial. This will include a written summary report of the objectives and results. **It will be viewed on Dec. 1, 2010.**
9. **Listening Development Plan**
Identify a SPECIFIC listening development plan (i.e. what are you going to focus on during the next 30 days to continue building your listening skills?). Please be as specific as possible to include areas of development, action steps, and timelines.

Format: The Listening Portfolio will be contained in a **Double-Pocket Folder**. With the exception of item #5 (Watson Barker C & D Listening Test Scoring Sheets), all other items must be typed in 12 point font. Documents are to be single-spaced.

YOUR PORTFOLIO WILL BE ARRANGED AS FOLLOWS:

Left Pocket - from Top to Bottom

Right Pocket – from Top to Bottom

#5 Watson Barker C & D Listening Test Scoring Sheets	#1 Listening Journal
#6 Listening Reflection Journey	#2 Interview Report - Professional Listener
#7 Listening Strengths and Opportunities	#3 Annotated Listening Article with copy of article attached
#8 Listening Infomercial Summary	#4 Listening Behavior Assessment Report Analysis
#9 30 day Listening Development Plan	

Your name will appear on the cover of the folder. The Honor Code statement and signature will be on all items.

Evaluation Criteria: You will be evaluated on the Portfolio for content completeness, appearance, and format. 10 points will be deducted for each item that is missing, incomplete, handwritten, contains misspellings, or the contents are out of order. A copy of the Listening Portfolio evaluation form is attached.

The Listening Portfolio is to be submitted on **December 1, 2010.**

THE LISTENING JOURNAL GUIDE

PURPOSE: To heighten listening awareness and applied knowledge

WHAT: Keep a log of daily listening experiences

WHEN: Record one experience each day, including weekends.

HOW: **Record the experience; LINK IT TO THE COURSE CONTENT; identify it by type; analyze your behavior as a listener during the experience. What did you learn? Be as specific as possible**

RESULTS: Self-improvement through enhanced awareness of the listening situations you engage in everyday.

The first journal entry should be your personal goals that you would like to establish in your awareness and applied knowledge program. To get the full impact, these should be "your" goals.

Your final journal entry should debrief your entire journal experience answering the following:

- What has been my greatest moment of listening happiness and/or fulfillment this month? Why?
- Which listening activity was of most value to me and why?
- What are listening areas that I must continue to focus on to improve? Why haven't I seen an improvement in them?
- Did I see a change in the way people responded to me based on my listening behaviors? If not, why not?

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LISTENING PORTFOLIO EVALUATION

Total points possible = 100

10 points will be deducted for each item that is missing, incomplete, handwritten, contains misspellings, or the contents are out of order.

- | | |
|---|--|
| ☐ Watson Barker D & C | ☐ 21 Day Listening Journal |
| ☐ <i>Sacred Art of Listening</i> Reflections | ☐ Listening Leader Interview transcript |
| ☐ Listening Strengths & Opportunities | ☐ Listening Article & Summary |
| ☐ Listening Infomercial Summary | ☐ Listening Behavior Assessment Report analysis |
| ☐ 30 Day Listening Action Plan | |
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Comments:

SELF EVALUATION

Name _____

Rate yourself on the Engagement/Attendance segment of this course.

From Syllabus: **CLASS ENGAGEMENT AND ATTENDANCE** – *Listening Leaders are seekers and due to the seminar nature of this course, it is expected that you will actively participate in and attend all sessions. Improvement in listening ability requires both mental and physical presence. An evaluation will be made of your level of attendance, participation, and responses (discussion skills, depth of thought, consideration for others, etc.) in the course. Significant reductions in this category will be made for 2 or more absences. Tardiness is a distraction to self and others. Frequent tardiness (2 or more times) and missing half sessions will lead to a significant reduction of points in this category.*

Check the appropriate level of credit that you believe you earned and provide a written justification. There are 4 levels ONLY. Do not insert your own number (i.e. 90, 85, 70, etc.)

ENGAGEMENT/ATTENDANCE

☐ Full Credit (100 points) ☐ Moderate Credit (80 points) ☐ Partial Credit (60 points) ☐ No Credit (0 points)

Number of absences – full sessions: _____

Number of absences – half sessions _____

Justification (minimum 3 sentences) and please be specific.

ACADEMIC HONOR CODE

The Philosophy of the Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

On all graded assignments, the following statement will be included by the student: **“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

The Academic Honor Code will can be found in its entirety at this website. Be sure to take some time to become familiar with the Code, including the Honor Pledge and reaffirmation requirement, and your responsibility to uphold the Code as a member of the Rollins College Hamilton Holt School Community. If you have any questions, contact the Rollins College Hamilton Holt School Academic Honor Council via Connie Holt at cholt@rollins.edu or 407-646-2232.

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ISABILITY SERVICES OFFICE

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 37289. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu