



COM 305 - LISTENING SPRING 2013 - M 645 PM



LEARNING GUIDE: Rick Bommelje
407-646-2625
rbommelje@rollins.edu

Office: Fairbanks Building, Room 205
Office hours by appointment
www.listeningpays.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.

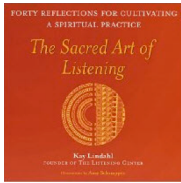
Research indicates that the majority of our communication time is spent in listening. However, it is estimated that the average person misunderstands, ignores, or forgets approximately 75% of what they hear. Although listening is classified as a "basic skill", very little education is devoted to its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

The aim of this course is to equip you to understand your own listening attitudes and behavior. The material is 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. You will also be exposed to a variety of delivery formats including in-class, synchronous and asynchronous sessions. To gain the maximum learning, this course requires full participation and engagement.

COURSE OBJECTIVES

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

- Learn the process of and the role of listening in communication;
- Define listening in an applied and action-oriented manner;
- 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 READING RESOURCES

- ✓ Wolvin, Andrew D., and Coakley, Carolyn Gwynn *Listening, 5th edition*. McGraw Hill, 1996
- ✓ Lindahl, Kay *The Sacred Art of Listening*, Skylight Paths Publishing, 2008,
- ✓ Selected articles, stories and poems to be provided

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 submitted on Blackboard. Since this is an ‘action learning’ course, it is essential to complete the assignments to apply the material in a timely manner. **NOTE: 3 points for missed and 2 points for late entries will be deducted from the knowledge assessments. 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. The Listening Portfolio consists of 10 items, including:
 - **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 Team that will create a 3-4 minute Listening Infomercial (on video) that highlights a significant content point of the course. Details will be provided.
3. **CLASS ENGAGEMENT AND ATTENDANCE:** Listeners 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 knowledge and skills requires both mental and physical presence. An evaluation will be made of your level of attendance and engagement (discussion skills, depth of thought, consideration for others, etc.) in the course. A **SIGNIFICANT REDUCTION** 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) will lead to a **SIGNIFICANT REDUCTION** of points in this category.

100	Great	0 absences/0 tardiness; full engagement;
90	Very Good	1 absence/1 tardiness; full engagement
75	Good	2 absences/1 tardiness; full engagement
65	Fair	2 absences/ 2-3 tardiness; minimal engagement
50	Poor	3 or more absences/4 or more tardiness; minimal to no engagement

Since the power of ATTENTION is critical to listening success, we will create a positive listening laboratory that serves the purpose of the work. To help to accomplish this, we will foster a learning environment that avoids 'technological' distractions.



Listening Leaders exercise disciplined thought and disciplined action. In order to optimize the time that we are together each session, please respect the following guidelines that apply to technological devices:

1. Cell phones are turned off or put on vibrate.
2. Cell phones are not answered in the classroom.
3. There is no text messaging in the classroom.
4. If using a computer, it is for note-taking purposes only.

GRADING WEIGHT SUMMARY

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

KNOWLEDGE ASSESSMENT & PORTFOLIO 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-

COURSE SCHEDULE

Jan 14	Introduction, Overview	
Jan 21	M.L. King, Jr. Day (Holiday)	
Jan 28	Listening Assessment	Ch. 1
Feb 4	The Process of Communication	Ch. 2, 3
Feb 11	The Process of Listening	Ch. 4
Feb 18	Discriminative Listening	Ch. 5
Feb 25	Comprehensive Listening	Ch. 6
Mar 4	SPRING BREAK	
Mar 11	Comprehensive Listening	Ch. 6
Mar 18	Midterm Knowledge Assessment	
Mar 25	Comprehensive Listening	Ch. 6
Apr 1	Therapeutic Listening	Ch. 7
Apr 8	Critical Listening	Ch. 8
Apr 15	Appreciative Listening	Ch. 9
Apr 22	Intrapersonal Listening Listening Styles Profile	Ch. 10
Apr 29	Listening Assessment Listening Infomercial	
May 6	Final Knowledge Assessment	

Feb 4 & Apr 8 are Asynchronous (self-guided) sessions

Feb 25 & Apr 22 are Synchronous (WebEx) sessions

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

DEPARTMENT OF COMMUNICATION POLICY FOR DAY AND EVENING COURSES

All Department of Communication courses commencing at 4:00 p.m. and later follow the policies of the Hamilton Holt School. To meet the number of contact hours required for Holt courses, evening classes offered once a week must meet fifteen times during the semester. While Arts and Sciences classes cancel meetings for scheduled breaks (i.e. Fall Break), unscheduled breaks (i.e. Fox Day), and reading days, students enrolled in evening courses are required to meet during those times.

In evening courses, final examinations will be administered during the fifteenth meeting of the semester.

LISTENING PORTFOLIO FORMAT GUIDE

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 10 items will be included in your portfolio:

1. **Listening Journal**
Maintain a daily listening journal for 21 consecutive days during the course beginning any time 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 uploaded on Blackboard prior to the date of your presentation.

3. **Interview Presentation Outline**
You will include a copy of the presentation outline that you mailed to Rick a minimum of 48 hours prior to the date of your presentation. This includes the key topics of what you will be presenting, including the most important point that you will convey to your colleagues. The outline paper will also include **2 multiple choice questions (with answers)** on your main point.

4. **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 Sun. April 13, 5:01 PM**. There will be no duplicates of articles.

5. **Listening Behavior Assessment Report Summary:**
You will respond to questions in the Action Plan on page 16 in the Report. The TYPED summary will include your responses to all questions and will be a minimum of 2 FULL pages in length.
6. **Listening Assessment**
Include copies of your Watson Barker Listening Test Results (Scoring Sheets) for E & F. *NOTE: For Communication Studies Majors, this will be the Assessment Submission for your Senior Communication Studies Portfolio.*
7. **Listening Reflection Journey**
You will write a series of 8 one FULL page papers on the reflections from 'The Sacred Art of Listening'. Specific guidelines will be distributed.
8. **Listening Strengths and Opportunities for Development**
Give a thorough evaluation of your listening strengths and improvement areas. Minimum of one FULL page
9. **Listening Video**
You and members of your Listening Team will create a 3-4 minute video based on content from the course. You will include in the portfolio an individual summary report of the main objective of the video and your experience working on this project including the level of participation by all members. **Videos will be viewed on Apr. 29, 2013.**
10. **Listening Development Plan**
Identify a Listening Development Plan (i.e. what are you going to focus on during the next 30 days to continue your listening development?). Be specific and include areas of development, action steps, timelines, and measurements.

FORMAT: The Listening Portfolio will be contained in a **Double-Pocket Folder (not a 3 ring binder)**. With the exception of item #6 (Watson Barker E & F Listening Test Scoring Sheets), all other items must be typed in 12-point font. All 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

#6 Watson Barker E & F Listening Test Scoring Sheets	#1 Listening Journal
#7 Listening Reflection Journey	#2 Interview Report - Professional Listener
#8 Listening Strengths and Opportunities	#3 Interview Presentation Outline
#9 Listening Video Summary Report	#4 Annotated Listening Article with copy of article attached
#10 30-day Listening Development Plan	#5 Listening Behavior Assessment Report Page 16 Action Plan – complete analysis

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

PORTFOLIO 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 in class on **April 29, 2013**. **There is a 10-point deduction for late submission.**

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: **For entries 2-20, all entries should contain 5 parts using the SBI Format: ENTER THE JOURNAL NUMBER AND DATE (i.e. Entry 4 – OCTOBER 16, 2012).**

- 1. WHAT IS THE LISTENING COURSE KNOWLEDGE ITEM THAT CONNECTS TO THIS SITUATION?**
- 2. Describe the Situation;**
- 3. Describe the Behavior;**
- 4. What was the Impact?;**
- 5. What did you learn? Be specific.**

Your first journal entry will be your personal goals that you would like to establish in your awareness and applied knowledge program. 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 during this period? Why?
- Which listening situation was of most value to me and why?
- What change did I notice in the way people responded to me based on my listening behaviors? If not, why not?

COM 305 LISTENING – SPRING 2013

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. Portfolios that are submitted late will also receive a 10-point deduction.

- | | |
|--|--|
| <input type="checkbox"/> Watson Barker E & F | <input type="checkbox"/> 21-day Listening Journal |
| <input type="checkbox"/> <i>Sacred Art of Listening</i> Reflections | <input type="checkbox"/> Listening Interview transcript |
| <input type="checkbox"/> Listening Strengths & Opportunities | <input type="checkbox"/> Interview Presentation Outline |
| <input type="checkbox"/> Listening Video Summary Report | <input type="checkbox"/> Listening Article & Summary Listening |
| <input type="checkbox"/> 30-day, Post course
Listening Development Plan | <input type="checkbox"/> Listening Behavior Assessment
Page 16 Action Plan – complete
analysis |
-

Comments:

COM 305 LISTENING SELF EVALUATION – ENGAGEMENT/ATTENDANCE

Name _____
Please Print

RATE YOURSELF ON THE ENGAGEMENT/ATTENDANCE SEGMENT OF THIS COURSE.
From the Syllabus:

Listeners 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 knowledge and skills requires both mental and physical presence. An evaluation will be made of your level of attendance and engagement (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) will lead to a significant reduction of points in this category.

100	Great	0 absences; full engagement
90	Very Good	1 absence/1 tardiness; full engagement
75	Good	2 absences/1 tardiness; full engagement or 0-1 absences; partial engagement
65	Fair	0-2 absences/ 2 tardiness; minimal engagement
50	Poor	3 or more absences 3 or more tardiness; minimal engagement

ENGAGEMENT (check one) <input type="checkbox"/> Full Engagement <input type="checkbox"/> Partial Engagement <input type="checkbox"/> Minimal Engagement

ATTENDANCE (complete) Number of absences – full sessions: _____ Number of absences – half sessions: _____ Tardiness - number of times: _____
--

**CHECK THE APPROPRIATE LEVEL OF CREDIT THAT YOU BELIEVE YOU EARNED AND PROVIDE A WRITTEN JUSTIFICATION UNDERNEATH.
(Minimum 4 sentences)**

Great (100 points) Very Good (90 points) Good (75 points) Fair (65 points) Poor (50 point)

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.

DISABILITY 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