

**SPC 2351 (Section 01HG): Listening, Fall 2022**  
**M, W & F, Period 3 (9:35am-10:25am) in Rolfs Hall, Room 207**

**Instructor:** Dr. Lisa Joniak Athearn

**Office:** 412 Rolfs Hall

**Office Hours:** Monday & Tuesday from 11:30am-12:30pm & Thursday from 1:00-2:00pm

**Phone:** 352-392-5421 (email is the fastest way to reach me)

**E-mail:** [joniakathearn@ufl.edu](mailto:joniakathearn@ufl.edu)

**Website:** <http://elearning.ufl.edu> (follow logon for e-learning in Canvas)

**Youtube:** [https://www.youtube.com/playlist?list=PLq\\_Bd341q2JgCApd80bANCMFxFaPVM-GI](https://www.youtube.com/playlist?list=PLq_Bd341q2JgCApd80bANCMFxFaPVM-GI)

**Course Objectives:**

1. Articulate the process and role of listening in communication contexts.
2. Critically evaluate research and materials developed in the field of listening.
3. Present and discuss key concepts of listening.
4. Improve personal and professional listening skills.

**Required Text:** Listening, 5<sup>th</sup> Edition (1996) by Wolvin, A.D. and Coakley, C. G. (1996). Publisher: Brown & Benchmark.

**Course Assignments:**

1. Paired Presentation (20%)	200
2. Listening Reflection Essay (20%)	200
3. Active Listening Opportunities (ALO's) (15%)	150 (3x50)
4. Mid-Term Exam (15%)	150
5. Final Exam (15%)	150
6. Participation (15%)	150
<b>Total</b>	<b>1000</b>

**Scale for Final Grades:**

A	93-100%	930-1000 points
A-	90-92%	900-929
B+	87-89%	870-899
B	83-86%	830-869
B-	80-82%	800-829
C+	77-79%	770-799
C	73-76%	730-769
C-	70-72%	700-729
D+	67-69%	670-699
D	63-66%	630-669
D-	60-62%	600-629
E	0-59%	0-599

**Course Assignment Description:**

1. **Paired Presentation** (200 points): You will partner up with another classmate and create a listening activity (8-10 minutes) that highlights either a "Listening Strategy" or one of the "Ten Factors Influencing Listening" (See Chapter 4). Which one you do will be determined in class (See course schedule). Your activity should demonstrate knowledge of the concept as well as interactive creativity.
2. **Listening Reflection Essay** (200 points): You will reflect on one of the five listening types (discriminative, comprehensive, therapeutic, critical or appreciative). Your essay (4-5 pgs, not including title or bibliography), should show a well-rounded understanding of the listening type,

including concepts, skills, benefits and challenges associated with it. Exceptional essays will incorporate the relevant concepts discussed in class and provide meaningful personal insights. Your essay will be graded on substance, structure, focus, accuracy and technical control. A specific grading rubric for the reflection essay will be provided via Canvas. Reflections Essays are due by no later than Friday (12/2) and can be submitted via Canvas.

3. **Active Listening Opportunities (ALO's)** (150 points, 50 points each): Throughout the semester you should seek out opportunities to engage in active listening. You will write up a report for each of those listening opportunities (about 2-3 pages per report). You should highlight relevant course material (e.g. What are some of the factors that influenced listening at this event? What type of listening did you engage in?). Your report should be part descriptive and part analytical. It should contain insight and critical thought. **Please do not simply describe the content of the event.** ALO's are due on the following dates: ALO#1: 9/12; ALO#2: 10/17; ALO#3: 11/14 and can be submitted via Canvas.
4. **Mid-Term Exam** (150 points): The Mid-Term Exam will be multiple-choice, true/false, short answer and short essay. It will test your understanding of the process and function side of listening. It covers Chapters 1-4 and any information given during class. The Mid-Term Exam will be given in class with no aids allowed.
5. **Final Exam** (150 points): The Final Exam will focus on testing your comprehension of the skills learned in the course. It will focus primarily on the five types of listening and on applying effective listening in a variety of situations. The Final Exam will be given in two parts during class time with no aids allowed.
6. **Participation** (150 points): This class emphasizes the ability to integrate class materials into class discussion and assignments. It is imperative that you stay up to date on the assigned readings and ask questions in class discussions. Being present in body is not considered a substitute for being here in mind. Consistent and competent participation in class is essential to maintaining an acceptable grade in this course. **Exemplary participation** (90%-100%) includes initiating contributions to class discussions, insightful and constructive contributions, and excellent focus and listening to others in every class session. **Proficient participation** (80%-90%) includes mostly insightful contributions to class discourse, plus a sharp focus and attentive listening to others for most class sessions. **Developing participation** (70%-80%) includes contributing to classroom discussion at least half of the time, sometimes offering constructive comments with some signs of insight, but a general lack of focus and attention to others. **Unacceptable participation** (<70%) includes a lack of participation, uninformed comments to class discussion, lack of involvement in activities, constant lack of focus (e.g. distracted on phone) and poor listening to others.

**Attendance:** Our class is meeting in person during our scheduled time (unless otherwise noted). Attendance is necessary in a skill-building oriented course. Only three absences for whatever reason will be allowed. An excused absence is possible with a note from the clinic or doctor, a letter notification for a career interview, or a notification from the Athletic department. Each unexcused absence will result in a 20 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). Students are responsible for signing the attendance book during class.

**Class Demeanor:** Students are expected to behave according to the UF student code of conduct in their classes. This means treating their instructors and fellow classmates with respect. To ensure a positive learning environment, students should not: make complaints publicly (in front of other students); attack the instructor verbally, physically, or in written form; or express reactions in the classroom that would bring harm to other students. Failure to meet the UF code of conduct can impact a student's class participation grade or result in referral to the UF judicial office. Signing another student into class also violates the UF code of conduct. Class atmosphere can be made or broken by the approach that students take to the challenges of the

course. Students that support others, show good humor in the face of obstacles, show dedication in the face of setbacks, and show grace when others are not doing as well will help to create a positive communication climate.

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester in order to allow us to provide the most effective support. Students with any accommodations should arrange a meeting with the instructor during the first week of class (and ideally before the end of drop/add) to discuss how we can work together to meet the students' needs and still adhere to the essential elements/functions of the course in regards to attendance and class participation.

**Course Evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

**University Honesty Policy:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/scrr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Overall about this class:** This course has the potential to positively impact all aspects of your life. You are taking the first steps to develop skills that will help you professionally and personally. Many of the skills you will learn in this course involve taking a critical look at yourself to discover the challenges you will face to become a better listener, which will in turn help you become a better communicator. It can be difficult to look at one's self critically. The level of challenge described above is equaled by the opportunity to demonstrate courage and purpose. This class will foster a positive atmosphere in which everyone can learn and grow.

**Schedule of Topics:**

Subject to change as noted in class or on Canvas. You are responsible for keeping up with all announcements and updates on Canvas.

<b>Week # &amp; Dates</b>	<b>Topics Covered</b>	<b>Assignments &amp; Tasks Due</b>
<b>Week 1</b> Wednesday (8/24)	Course introduction & syllabus	Purchase book
Friday (8/26)	Ch. 1: The Need for Effective Listening	Read Ch. 1
<b>Week 2</b> Monday (8/29)	Finishing up Ch. 1 Ch. 2: The Process of Communication	Read Ch. 2
Wednesday (8/31)	Finishing up Ch. 2	
Friday (9/2)	Ch. 3: The Process of Listening	Read Ch. 3
<b>Week 3</b> Monday (9/5)	<b>Labor Day-No class</b>	
Wednesday (9/7)	Finishing up Ch. 3	
Friday (9/9)	Ch. 4 Listening as a Communication Function	Read Ch. 4
<b>Week 4</b> Monday (9/12)	Finishing Up Ch. 4	<b>ALO #1 Due (9/12)</b>
Wednesday (9/14)	<b>Discussion of Paired Presentation</b>	Bring questions about assignment to class. Create pairs, select topics, assign order
Friday (9/16)	Paired Presentation In Class Workshop (Mandatory)	
<b>Week 5</b> Monday (9/19) & Wednesday (9/21)	Paired Presentation In Class Workshops (Mandatory)	
Friday (9/23)	<b>Paired Presentation-Group 1</b> (3 presentations)	Pairs in G1 present

<b>Week # &amp; Dates</b>	<b>Topics Covered</b>	<b>Assignments &amp; Tasks Due</b>
<b>Week 6</b> Monday (9/26)	<b>Paired Presentation-Group 2</b> (3 presentations)	Pairs in G2 present
Wednesday (9/28)	<b>Paired Presentation-Group 3</b> (3 presentations)	Pairs in G3 present
Friday (9/30)	<b>Paired Presentation-Group 4</b> (3 presentations)	Pairs in G4 present
<b>Week 7</b> Monday (10/3)	Paired Presentation Make-Up Day & Review for Mid-Term	
Wednesday (10/5)	<b>Mid-term Exam in class</b>	
Friday (10/7)	<b>Homecoming-No class</b>	
<b>Week 8</b> Monday (10/10)	Ch. 5: Discriminative Listening	Read Ch. 5
Wednesday (10/12)	Finishing up Ch. 5	
Friday (10/14)	Activity	
<b>Week 9</b> Monday (10/17)	Workshop Day	<b>ALO #2 Due (10/17)</b>
Wednesday (10/19)	Ch. 6: Comprehensive Listening	Read Ch. 6
Friday (10/21)	Finishing up Ch. 6 Activity	
<b>Week 10</b> Monday (10/24)	Ch. 7: Therapeutic Listening	Read Ch. 7
Wednesday (10/26)	Finishing up Ch. 7	
Friday (10/28)	Activity	

<b>Week # &amp; Dates</b>	<b>Topics Covered</b>	<b>Assignments &amp; Tasks Due</b>
<b>Week 11</b> Monday (10/31) Wednesday (11/2) Friday (11/4)	<b>Discussion of Reflection Essay</b> Workshops on Reflection Essay Ch. 8: Critical Listening	Bring questions, ideas, outlines, rough drafts of reflection essay. Read Ch. 8
<b>Week 12</b> Monday (11/7) Wednesday (11/9) Friday (11/11)	Finishing up Ch. 8 Activity <b>Veteran's Day-No Class</b>	
<b>Week 13</b> Monday (11/14) Wednesday (11/16) Friday (11/18)	Ch. 9: Appreciative Listening Activity & Discussion of Final Exam Workshop for Reflection Essay	Read Ch. 9 <b>ALO #3 Due (11/14)</b>
<b>Week 14</b> Monday (11/21), Wednesday (11/23) & Friday (11/25)	<b>Thanksgiving Break-No class</b>	
<b>Week 15</b> Monday (11/28) Wednesday (11/30) Friday (12/2)	Ch. 10: The Listener's Communication Roles Finishing up Ch. 10 Review for Final Exam	Read Ch. 10 <b>Reflection Essay Due (12/2)</b>
<b>Week 16</b> Monday (12/5) Wednesday (12/7) Friday (12/9)	<b>Final Exam in class, Part 1</b> <b>Final Exam in class, Part 2</b> <b>Reading Day-No class</b>	

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.