

SPC 2351: Listening, Spring 2025
Tuesdays, Period 4 (10:40-11:30am), & Thursdays, Periods 4-5 (10:40am-12:35pm)
Rolfs Hall, room 207

Instructor: Dr. Kellie W. Roberts

Office: 412 Rolfs Hall

Office Hours: Tuesdays 9:00-10:30am & Thursdays 1:00-2:30pm and by appointment

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

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 participate in in-depth discussions on listening.
4. Improve personal and professional listening skills.

Recommended Text: Listening, 5th Edition (1996) by Wolvln, A.D. and Coakley, C. G. (1996). Publisher: Brown & Benchmark. A copy of this textbook will be put on reserve in Library West. I have a few copies available to borrow (free!) at a FCFS basis.

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
Total	1000

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 Descriptions:

1. **Paired Presentation** (200 points): You will partner up with another classmate and create a listening activity (10-15 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 creativity. A specific grading rubric for the Paired Presentation is available via Canvas.
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 Listening Reflection Essay is available via Canvas. Reflections Essays are due no later than Tuesday, 4/29, and should 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 25% descriptive and 75% 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: 2/6; ALO#2: 3/6; ALO#3: 4/3.
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. The Mid-Term will be given in class on 2/18 and covers Chapters 1-4 as well as any information given during class.
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 during class time on 4/17.
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 (whether virtual or face-to-face) 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.

Course Expectations:

1. All written assignments must be typed and turned in on time via Canvas. Please proofread your work for clarity, accuracy, and relevance.
2. Files used for presentations are due on the same day as the presentation. You are expected to dress professionally on presentation days.
3. Participation in class is expected. High quality participation includes effective listening, working cooperatively with classmates, and overall demonstrating a positive attitude. Reading assignments must be met and the instructor has the right to use unannounced quizzes.
4. Everyone can succeed in this course. The course can be personally rewarding as everyone will get to know each other in the class, class activities will be fun, and best of all you will improve your listening skills.

Attendance: Our class is meeting in person during our scheduled time (unless otherwise noted). Attendance is necessary in a skill-building oriented course. Attendance will be taken daily via a sign-in sheet. YOU are responsible for signing the attendance sheet. If you do not sign the sheet, you will be counted as absent for that class period. **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 or other UF department if the student is participating in a UF event or representing UF in an official capacity. **Each unexcused absence will result in a 20 point reduction in the final grade.** Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

How tardiness affects your grade: If students are not on present at the start of class, this disrupts the entire class, and students will be considered late. If a student leaves class

early, this will also be considered as a 'tardy.' Three instances of tardiness count as one absence. If a student is only in attendance for under 40 of the 50 minutes of class, the student will be counted as 'absent' and not just 'tardy.'

Class Recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Student Conduct: The Dial Center for Written and Oral Communication strives for a classroom climate that is comfortable for all. 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. In a communication class, it is especially important for each of us to:

- Display respect for all members of the classroom – including the instructor and students;
- Pay attention to and participate in all class sessions and activities;
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom;
- Avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.).

Accommodations: Please inform me if I can do anything to make sure physical circumstances don't get in the way of your work. UF's official statement on ADA issues includes: " Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester." I'd appreciate your paperwork the first week of class. Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources • Disability resources • Resources for handling student concerns and complaints • Library Help Desk support

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.

U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can

help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

University Honor Code: 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.’ Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor for this class.” For more information, refer to UF’s Student Conduct & Honor Code, <https://sccr.dso.ufl.edu/students/student-conduct-code/>

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/> .

The Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

The Public Speaking Lab: Located on the fifth floor of Rolfs Hall, the Public Speaking Lab offers free assistance to those seeking to develop their speaking skills. During the Spring session, some lab hours will take place in person and some on Zoom. Staffed by Public Speaking instructors and trained undergraduate peer consultants, the lab welcomes walk-ins during the hours posted at: [Public Speaking Lab - Dial Center for Speech and Communication Studies](#). For optimal success, and to ensure available assistance, please plan speeches well in advance. Students can choose to have their

speeches recorded, get feedback on outlines, ask questions about supporting their points, and get ideas about handling speech anxiety. The lab also offers assistance in preparing for interviews, and preparing to speak in special occasions.

Communication Studies Minor: The Dial Center offers a minor in Communication Studies (CMS). Our CMS minor is consistently one of the largest minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The total minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor. You can find more information at https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/.

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.

Week # & Dates	Topics Covered	Assignments & Tasks Due
Week 1 Tuesday (1/14)	Course introduction & syllabus	
Thursday (1/16)	Ch. 1: The Need for Effective Listening	Read Ch. 1
Week 2 Tuesday (1/21)	Ch. 2: The Process of Communication	Read Ch. 2
Thursday (1/23)	Ch. 3: The Process of Listening	Read Ch. 3 & Ch. 4

	Ch. 4: Listening as a Communication Function	
Week 3 Tuesday (1/28)	Finish up Ch. 4; Discussion of Paired Presentation	Bring questions about assignment to class. Create pairs, select topics, assign order
Thursday (1/30)	Paired Presentation Workshop	Mandatory Workshop
Week 4 Tuesday (2/4)	Paired Presentation-Group 1 (2-3 presentations)	Pairs in G1 present
Thursday (2/6)	Paired Presentation-Group 2 &3 (4-6 presentations)	Pairs in G2 & G3 present ALO #1 Due (2/6)
Week 5 Tuesday (2/11)	Paired Presentation-Group 4 (2-3 presentations)	Pairs in G4 present
Thursday (2/13)	Wrapping Up Paired Presentations Review for Mid-Term	

Week 6 Tuesday (2/18)	Mid-term Exam	In class paper exam, bring pencil/pen (no notes allowed)
Thursday (2/20)	Ch. 5: Discriminative Listening	Read Ch. 5
Week 7 Tuesday (2/25)	Ch. 6: Comprehensive Listening	Read Ch. 6
Thursday (2/27)	Finish up Ch. 6/Activity	

Week 8 Tuesday (3/4)	Ch. 7: Therapeutic Listening	Read Ch. 7
Thursday (3/6)	Finish Ch. 7 Activity Discussion of Reflection Essay	Bring questions, ideas, outline, rough drafts of reflection essay ALO #2 Due (3/6)
Week 9 Tuesday (3/11)	Ch. 8: Critical Listening	Read Ch. 8
Thursday (3/13)	Finish up Ch. 8	
Week 10	Spring Break-No class (3/15-23)	
Week 11 Tuesday (3/25)	Activity Reflection Essay Workshop	
Thursday (3/27)	Ch. 9: Appreciative Listening	Read Ch. 9
Week 12 Tuesday (4/1)	Activity	
Thursday (4/3)	No Class Individual Work on Reflection Essay	ALO #3 Due (4/3)
Week 13 Tuesday (4/8)	Ch. 10: The Listener's Communication Roles	Read Ch. 10
Thursday (4/10)	Finish up Ch. 10 Activity Review for Final Exam	
Week 14 Tuesday (4/15)	Activity Review for Exam	Come to class with any questions re: Final Exam
Thursday (4/17)	Final Exam	In class paper exam, bring pencil/pen (no notes allowed)

Week 15 Tuesday (4/22)	Reflection Essay Workshop	Last chance to get help on Reflection Essay
Thursday (4/24)	Reading Day	
Week 16 Tuesday (4/29)		Reflection Essay Due (4/29)

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.