

SPC2351: Listening

Spring 2026 | 3 credits | section 14776

I. General Information

Meeting days and times: Tuesday, 4th period (10:40-11:30am); Thursday, 4th-5th periods (10:40am-12:35pm)

Class location: Rolfs Hall 207

Instructor(s):

Name: Dr. Kellie W. Roberts

Office Building/Number: 209 Rolfs Hall

Phone: 352-392-5421 (please use email)

Email: robertsk@ufl.edu

Office Hours: Tuesdays 8:30-10:00am, Thursdays 9:30-10:30am, or by appointment (in-person or via Zoom)

Website: <http://elearning.ufl.edu> (follow logon for e-learning in Canvas); for technical issues, visit the helpdesk website or call 352-392-4357

Course Description

Theory and practice in responsible, participatory listening. Also includes principles of listening for literal comprehension and critical evaluation of ideas in response to various spoken and nonverbal messages.

Prerequisites: none; **General Education Designation:** none.

Course Materials

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

- Required Text: Listening: Attitudes, Principles, and Skills, 7th Edition (2024) by Brownell, J. Publisher: Routledge. ISBN: 9781003316794, available at UF Bookstore
- 7th edition is listed for adoption, but 6th edition is also sufficient.

Additionally, the following reference will be presented for study:

- Listening, 5th Edition (1996) by Wolvln, A.D. and Coakley, C. G. (1996). Publisher: Brown & Benchmark.

Materials/Supplies Fee: N/A

II. Course Goals

Course Objectives

In this course we will:

- Articulate the process and role of listening in communication contexts.
- Critically evaluate research and materials developed in the field of listening.
- Present and participate in in-depth discussions on listening.
- Improve personal and professional listening skills.

Student Learning Outcomes

A student who successfully completes this course will be able to:

- Explain the difference between hearing and listening.

- Distinguish the components of and types of listening.
- Identify challenges and obstacles to listening.
- Develop and practice strategies to improve listening.
- Articulate the process and role listening plays in different communication contexts.
- Listen more effectively, increase memory and vocabulary for various purposes of listening.

Course Expectations:

1. All written assignments must be typed and turned in on time via Canvas (no later than 11:59pm on the assignment due date). Please proofread your work for clarity, accuracy, and relevance.
2. Files used for presentations are due on the same day as the presentation.
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 completed and students should be prepared to discuss the materials in class.
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.

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 oneself critically. The level of challenge is equaled by the opportunity to demonstrate courage and purpose. This class will foster a positive atmosphere in which everyone can learn and grow.

III. Graded Work

Information on current UF policies for assigning grades and grading policies can be found at <https://catalog.ufl.edu/UGRD/academicregulations/grades-grading-policies/>.

Assignment Group	Points
In-class Introduction	50
Listening Self-Assessment	25
Activity Presentation	150
Active Listening Opportunities (ALOs) 3@50 points each	150
Mid-Term Exam	150
Final Exam	200
TV Show Assignment	75
Interview Assignment	100
Listening Self-ReAssessment	50
Participation	50
TOTAL	1000

Graded Components

Instruction and grading rubrics for each assignment will be provided in class and can be found on Canvas.

In-class Introduction (5%, 50 points): Complete in-class introductions. Instructions the “4-Object Introduction” will be provided in-class.

Listening Self-Assessment (2.5%, 25 points): Complete the listening assessment from our textbook to generate your initial recognition of listening skills and preferences. Then, complete and upload your personal Listening Profile Report.

Activity Presentation (15%, 150 points): You (or you and a classmate depending on class enrollment) will create a listening activity (15-20 minutes) that highlights a Listening Strategy. Your activity should demonstrate knowledge of the concept as well as creativity.

Active Listening Opportunities (ALOs) (15%, 3 @ 50 points each for a total of 150 points): Throughout the semester you should seek out opportunities to engage in active listening. You will write up a report for **three** 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.

Mid-Term Exam (15%, 150 points): The Mid-Term Exam will consist of multiple-choice, true/false, short answer and essay questions. It will test your understanding of the process and functional side of listening. The Mid-Term will be given in class and covers textbook material as well as any information given during class. A review will be provided in class during the week prior to the scheduled exam.

Final Exam (20%, 200 points): The Final Exam will focus on testing your comprehension of the skills learned in the course. It will focus primarily on the types of listening, the HURIER model, and on applying effective listening in a variety of situations. The Final Exam will be given in two parts during two class meetings. Part 1 will consist of multiple-choice, true/false, short answer and essay questions. Part 2 will ask you to analyze the listening process in several different situations. A review will be provided in class during the week prior to the scheduled exam.

TV Show Assignment (7.5%, 75 points): You will choose a TV show and analyze an episode where you are able to observe, describe, and analyze the listening (or lack of listening) demonstrated by the show's characters. Your 4-6 page report will include a synopsis of the episode and its characters along with an analysis of the listening illustrated in the show.

Interview Assignment (10%, 100 points): You will interview someone outside of class (preferably someone who may be involved in your future desired career or profession) to determine how listening is emphasized in their day-to-day work. Prior to the interview, you will create a question list to use as a guide during your interview. Following the interview, you will write a 2-3 page reflection/report that includes key takeaways about how communication and, especially, listening is used in the interviewee's work.

Listening Self-ReAssessment (5%, 50 points): You will return to the listening assessment to determine how your listening skills have been altered during the semester. After completion of the assessment, you will write a short report noting the changes you have made to your own listening skills and strategies.

Participation (5%, 50 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, iPad, etc.) and poor listening to others.

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading Scale

Letter Grade	Number Grade
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
E	0-599

IV. Policies on Attendance and Assignments

NOTE: This course complies with all UF academic policies. For information on those policies and for resources for students, please see UF's "[Academic Policies and Resources](#)" web page.

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 (one class period=one absence; our Thursday class is a double period block=two absences) for whatever reason will be allowed.** An excused absence is possible with a note from a clinic or doctor, an official 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. Absences related to university-sponsored events should be discussed with your professor prior to the anticipated absence. **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. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies."

Tardiness: Tardiness can also affect your grade: If students are not 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.'

Makeup Assignments: If you miss an assignment deadline, you will receive a 0% on that assignment unless you follow the procedure for excusing and extending missing work.

- If an assignment deadline is missed without warning due to an excusable reason (per UF policy linked above), you must communicate with your professor within one week of the assignment due date regarding possible makeup. If this deadline occurs within the last week of the session, communication and scheduled make-up must occur within one day of the missed deadline.
- Your professor will set any new deadlines, extensions, or make-up days. It is the student's responsibility to respond to communication about such exceptions within 24 hours of the professor's communication.
- If the assignment is not completed by the new deadline, extension, or make-up, the assignment grade will be 0%.

V. Required Policies

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.' The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor in this class."

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 who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See "Get Started With the DRC" on the Disability Resource Center webpage (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester." Students should follow this procedure as early as possible in the semester."

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 University Police Department: 392-1111, and the **Counseling and Wellness Center** (392-1575, <https://counseling.ufl.edu/>). Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Student Conduct: The Dial Center for Speech and Communication Studies 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.).

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.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: [1] The email they receive from GatorEvals; [2] Their Canvas course menu under GatorEvals; or [3] The central portal at <https://my-ufl.bluer.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.”

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/.

V. Procedure for Conflict Resolution

Any classroom issues, disagreements, or grade disputes should be discussed first between the professor and the student. If the problem cannot be resolved, please contact Dr. Emily Rine Butler, Director, Dial Center for Speech & Communication Studies (erbutler@ufl.edu, [352-392-2112](tel:352-392-2112)). Be prepared to provide documentation about the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; [352-392-1308](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:352-392-1261)).

VI. Calendar

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 (1/13) Thursday (1/15)	Course introduction & syllabus “Making Common” Activity; Instructions for in-class Introductions	Review Syllabus
Week 2 Tuesday (1/20) Thursday (1/22)	In-class Introductions In-class Introductions continued; Discussion of ALO assignments and Listening Self-Assessment	In-class Intros
Week 3 Tuesday (1/27) Thursday (1/29)	Ch. 1: Improving Listening Effectiveness Ch. 1 continued; Instructions for Activity Presentation Assignment	Read Ch. 1; Listening Self-Assessment Due
Week 4 Tuesday (2/3) Thursday (2/5)	Sign up for Activity Presentation order; Meet with Partner to research listening activity/presentation Ch. 2: Listening Theory & Research	ALO #1 due Read Ch. 2
Week 5 Tuesday (2/10) Thursday (2/12)	Chap 3: The Process of Hearing Finish Ch. 3; Activity Presentations 1 and 2	Read Ch. 3
Week 6 Tuesday (2/17) Thursday (2/19)	Ch. 4: The Process of Understanding Finish Ch. 4; Review for Mid-Term Exam	Read Ch. 4
Week 7 Tuesday (2/24) Thursday (2/26)	Activity Presentations 3 and 4; Discussion of TV Show Assignment Mid-term Exam	*see open-date assignment note In class paper exam (no notes allowed)

Week 8 Tuesday (3/3)	Ch. 5: The Process of Remembering	Read Ch. 5
Thursday (3/5)	Ch. 5 continued; Ch. 6: The Process of Interpreting; Complete ALO #2	Read Ch. 6 ALO #2 Due
Week 9 Tuesday (3/10)	Finish Ch. 6, Discussion of Interview Assignment	*see open-date assignment note
Thursday (3/12)	Activity Presentations 5 and 6	
Week 10 (3/16-20)	UF Spring Break Week—No Classes	
Week 11 Tuesday (3/24)	Ch. 7: The Process of Evaluating	Read Ch. 7; Last submission day for TV Show Assignment
Thursday (3/26)	Finish Ch. 7; Activity Presentations 7 and 8	
Week 12 Tuesday (3/31)	Ch. 8: The Process of Responding	Read Ch. 8
Thursday (4/2)	Finish up Ch. 8; Activity Presentations 9 and 10	
Week 13 Tuesday (4/7)	Ch. 9: The Process of Interpreting	Read Ch. 9
Thursday (4/9)	Finish up Ch. 9; Complete ALO#3 ; Review for Final Exam;	ALO #3 Due
Week 14 Tuesday (4/14)	Ch. 10: Listening Challenges	Last submission day for Interview Assignment
Thursday (4/16)	Final Exam, Part 1 ; Listening Self-ReAssessment	In class paper exam, bring pencil/pen (no notes allowed)
Week 15 Tuesday (4/21)	Final Exam, Part 2	In class paper exam, bring pencil/pen (no notes allowed)
Thurs-Fri (4/23-24)	UF Reading Days-No Class	

* **“Open-Date” Assignments:**

- **TV Show Assignment—due between February 25—March 26**
- **Interview Assignment—due between March 11—April 14**