

SPC 2351, LISTENING, SECTION 6740

SPRING 2014

Dr. M. Violet Asmuth

Office: Rolfs Hall, Room 410 Hour: Tues 5th Period, Thurs. 2nd period (other times by appointment)

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Objectives of Listening Course

1. Articulate the process of and role of listening in communication contexts.
2. Critically evaluate research and materials developed in the field of listening.
3. Improve personal listening skills.

REQUIRED TEXT: Wolvin, A.D. and Coakley, C. G. (1996). *Listening, 5th edition*. Dubuque, Iowa: Wm. C. Brown.

COURSE EVALUATIONS:

Abstract paper/presentation	100
Listening Journal	200
Exams (two @100 each)	200
Group presentation/handout	200
Dyad outline/presentation	200
Class participation/activities	100

*20 points deducted per class for over three absences

GRADES: The Listening course grading is based on 1000 points.

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

Students should keep all graded papers for the semester

ASSIGNMENTS

1. Abstract paper/presentation

Student will find an article about listening in a peer-reviewed journal. A short paper and a copy of the article will be submitted on the day of the oral presentation to the class. The written abstract should include the article citation (APA format), the problem, how the study addressed the problem, the research question, procedures, results, and conclusion. The oral version to the class should be under 8 minutes and include an Introduction, Discussion of the article and its importance to the listening field, and a Conclusion.

2. Listening Journal

The journal will be started the first week of class. Each entry will include the type of listening, the situation, your response as a listener, and what you learned about listening from the experience. There should be 3 to 4 entries a week for a total of 35 entries. See #12. P. 98 in text. Please use computer and then print and staple when due on March 20th.

3. Group presentation

The class will be divided into groups and assigned a type of listening. Each group will use one or two class periods to teach a type of listening through creative methods. An outline of presentation and any other material that will assist the class in learning the information should be given to each class member. All in the group should participate equally.

4. Dyad outline/presentation

Class members will choose a partner (preferably with a similar career interest) and research journal articles that will give information to their chosen topic about listening. An outline of the information will be submitted on the day the dyad presents the information to the class. Instructor will give additional directions and time limit.

5. Class participation

Activities will sometimes be given in class with points rewarded. If student is absent, the points cannot be made-up. Evaluating an outside speaker with emphasis on listening for certain criteria may be assigned later in semester as part of participation points.

COURSE EXPECTATIONS

- 1. All written assignments must be word processed. Please proofread your work for clarity, accuracy, and relevance.**
- 2. Papers for presentations are due on the same day as the presentation. Students are expected to dress appropriately on presentation days.**
- 3. Attendance is necessary in a skill-building oriented course. Only THREE absences for whatever reason will be allowed. The participation grade will be reduced by 20 points for each absence beyond the three. An absence on the day of a presentation or Exam will result in an automatic 0. An excused absence is possible with a note from clinic or doctor, a letter notification for a career interview, or a notification from Athletic department if an athlete is participating in a UF event.**
- 4. Participation in class is expected. High quality participation includes effective listening, working cooperatives with classmates, and overall demonstrating a positive attitude. Reading assignments must be met and instructor has the right to use unannounced quizzes.**
- 5. Everyone should succeed in this course. The course should 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.**

LISTENING SEMESTER SCHEDULE
 SPRING SEMESTER 2014

WEEK	TOPIC/ASSIGNMENTS	TEXT CHAPTER
1/7	Introduction to course Need for Effective Listening Start Listening Journal (see p. 98)	Ch. 1
1/14	Process of Communication Discussion of Abstract assignment	Ch. 2
1/20 (Mon.)	HOLIDAY - MARTIN LUTHER KING DAY	
1/21	Process of Listening Perception Discussion of group assignment	Ch. 3
1/28	ABSTRACTS due/presentation to class Listening as a Communication Function	Ch. 4
2/4	Review and EXAM Chapters 1-4 (Fri.) Group work on project	
2/11	Discriminative listening Check Listening Journals	Ch. 5
2/18	DISCRIMINATIVE LISTENING GROUP Comprehensive Listening	Ch. 6
2/25	Comprehensive Listening (continued) COMPREHENSIVE LISTENING GROUP	
3/1-3/8	SPRING BREAK	
3/11	Therapeutic Listening THERAPEUTIC LISTENING GROUP Dyads discussed	Ch. 7

3/18	Critical Listening CRITICAL LISTENING GROUP LISTENING JOURNALS DUE (Thurs. 3/20) Dyad topics submitted	Ch. 8
3/25	Appreciative Listening Communication Roles	Ch. 9/10
4/1	DYAD PRESENTATIONS	
4/8	DYADS (CONT.)	
4/15	APPRECIATIVE LISTENING FOR CLASS	
4/17	Review chapters 5-10	
4/22	Last day of class	

DATE OF FINAL WILL BE ANNOUNCED

4/26-5/1 FINAL WEEK

Listening activities in class will sometimes have points and if absent the points cannot be made-up.