

Jackson State University
College of Liberal Arts
Department of Speech Communication and Theatre
Listening
SPCH-218-01, 91425

Course Number and Title: SPCH-218-01, 91425, Listening
Class Time and Place: Tuesday/Thursday 8:30 AM – 9:50 AM
Instructor: Laura Kay McDavitt
Office Location: Room 201, 118 Rose E. McCoy Building
Office Hours: M-W-F 12:00 until 4:00; By Appointment
E-Mail: laura.k.mcdavitt@jsums.edu or lkmcdavitt@bellsouth.net
Telephone: 662-312-7149 (cell) or 601-979-3329

Course Description

The course aims to explain causes and nature of poor listening; to foster self insight into personal listening habits and to initiate a method of training to improve listening behavior.

Course Prerequisites

There are no prerequisites for this course but it is best if you have completed SPCH-201 Speech Arts prior to taking this class.

Course Objectives (Course objectives address how the course is situated within the Core Curriculum and/or within the department as a major requirement. The primary audience for course objectives is faculty)

In this course (SPCH-218) student will:

- Demonstrate an understanding of the theories and principles about listening.
- Explore and analyze situations to identify appropriate listening skills and strategies.
- Engage in exploring individual personalities as related to the skill of listening.

Student Learning Outcomes (Student Learning Outcomes describe what students will be required to *do* to achieve the Course Objectives. The primary audience for SLOs is students.)

At the completion of this course:

1. Students will be able to use both their oral and written communication skills to demonstrate their understanding of identify and explain fundamental listening skills and theories.
2. Students will be able to demonstrate an understanding of cultural influences, personal traits and situational variations that effect the skill of listening.
1. Students will demonstrate how to effectively analyze and develop of listening strategies for that particular purpose and content.

Course Competencies (Course competencies describe skills and abilities students will engage, develop, or sharpen as they complete the SLOs and work towards achievement of the Course Objectives)

This course fulfills the following course competencies:

- **Written Communication:** Context and purpose, content development, genre and disciplinary conventions, and sources and evidence.
- **Oral Communication:** Organization, language use, delivery, supporting material.
- **Intercultural Knowledge and Competence:** Exploration of listening styles and skills to improve intercultural communication skills.

Required Reading

To successfully complete the class you will need to purchase a copy of the following textbook:

Brownell, J. (2006). *Listening, Attitudes, Principles, and Skills*, 3rd ed. Boston, MA: Allyn and Bacon.

Below you will find an outline of your reading assignments. It is important that you have the assigned chapters read prior to assigned discussion date. Additional reading assignments may be assigned throughout the semester.

Course Content and Assignment Schedule (Schedule is subject to adjust as needed)

| WEEK # 1 | Class Schedule | Points |
|----------------------|--|--------|
| Tuesday 26-Aug | Registration and review of course | |
| Thursday 28-Aug | Syllabus Review, Literature Review Discussion & Paper Fight Class Activity | |
| WEEK # 2 | | |
| Tuesday, 2- Sept | Class discussion of Chapter 1, and Hurier Listening Profile Worksheet. | 25 |
| Thursday, 5-Sept | Chapter 1 worksheet due and student lead discussion | 50 |
| WEEK # 3 | | |
| Tuesday, 9-Sept | Class discussion of Chapter 2, Listening Theory and Research | |
| Thursday, 11- Sep | Chapter 2 worksheet due and student lead discussion | 50 |
| WEEK # 4 | | |
| Tuesday, 16-Sept | Class discussion of Chapter 3, The Process of Hearing, Literature Review Topic Due | 25 |
| Thursday, 18-Sept | Movie: Brain Fitness Sight and Sound and 1 page analysis due on September 23rd | 50 |
| WEEK # 5 | | |
| Tuesday, 23-Sept | Chapter 3 Worksheet Due & Student Lead Discussion | 50 |

| | | |
|------------------|--|-----|
| Thursday, 25-Sep | Class discussion of Chapter 4, The Process of Understanding | |
| WEEK # 6 | | |
| Tuesday, 30-Sep | Chapter 4 Worksheet Due and Class Discussion | 50 |
| Thursday, 2-Oct | Midterm Exam Review & Literature Review Outline Due | 50 |
| WEEK # 7 | | |
| Tuesday, 7-Oct | Midterm Examination Chapters 1, 2, 3 and 4 | 200 |
| Thursday, 11-Oct | No Class | |
| WEEK # 8 | | |
| Tuesday, 14-Oct | Listening for Content Exercise (Les Misrible) (Group activity and presentation preparation) | 25 |
| Thursday, 16-Oct | Listening for Content Exercise Continued | 25 |
| WEEK # 9 | | |
| Tuesday, 21-Oct | Group Presentations Work Day | 25 |
| Thursday, 23-Oct | Group Presentations | 100 |
| WEEK # 10 | | |
| Tuesday, 28-Oct | Class discussion of Chapter 5, The Process of Remembering | |
| Thursday, 30-Oct | Chapter 5 Worksheet Due and Student Lead Discussion (50), Rough Draft of Literature Review Due (50) | 100 |
| WEEK # 11 | | |
| Tuesday, 4-Nov | Class discussion of Chapter 6 & 7, The Process of Interpreting & The Process of Evaluation | |
| Thursday, 6-Nov | Chapter 6 & 7 Worksheets Due & Student Lead Discussion | 100 |
| WEEK #12 | | |
| Tuesday, 11-Nov | Chapter Test # 2, Chapters 5, 6 & 7 | 200 |
| Thursday, 13-Nov | Class discussion of Chapter 8, The Process of Responding | |
| WEEK # 13 | | |
| Tuesday, 18-Nov | Chapter 8 Worksheet due & student lead discussion | 50 |
| Thursday, 20-Nov | Class discussion of Chapter 9, Listening Relationships | |
| WEEK #14 | | |
| 24-29-NOV | Fall Break and Thanksgiving | |
| WEEK # 15 | | |
| Tuesday, | Chapter 9 Worksheet Due & student lead discussion | 50 |

| | | |
|--------------------|--|------|
| 2-Dec | | |
| Thursday, 4-Dec | Literature Review (100) & Presentation (75) | 175 |
| WEEK 16 | Test 3, Chapter 8 & 9 | 100 |
| | | |
| | TOTAL POINTS: | 1500 |

Methods of Student Evaluation and Instruction Strategies

Your individual performance on directed exercises, analyzing selected movies, application logs, oral presentations and analytical term paper, exams will serve as the basis for earned grades. Specifically, grades will be determined from the following: instructor evaluations and the Written and Oral Communication VALUE Rubrics provided below.

| Formative Assignments | Points |
|---|---------------|
| Hurier Listening Profile Worksheet | 25 |
| Listening Worksheets & Student Lead Class Discussion | 450 |
| Literature Topic, Outline & Rough Draft | 125 |
| Movie Analysis | 50 |
| Listening for Content Exercise and Group Presentation | 175 |
| Summative Assignments | |
| Final Literature Review Paper | 100 |
| Literature Review Presentation | 75 |
| Chapter Test (3, 2 @ 200, 1 @ 100) | 500 |

Total Points Available 1500

***Please note that Speech Communication and Theatre majors can only pass this course with the final grade of A, B, or C.**

Letter grades will be determined by the following:

| Letter Grade | Point Range |
|---------------------|--------------------|
| A | 1350-1500 |
| B | 1200-1350 |
| C | 1050-1200 |
| D | 900-1050 |
| F | Below 900 |

*Students will receive the grade of I (if passing) for incomplete minor work, at the professor's discretion.

Exams

There will be three exams in this class, one chapter exam and a midterm and a final. The chapter exams are designed to encourage you to remain current on your reading. Due to the large amount of material you will find that keeping current with your reading and chapter worksheets will be prepared for your midterm and final.

The chapter text will consist of multiple choice and true-false questions and you will only be given 60 minutes for completion. These test will start 5 minutes after our scheduled class time. If you are late you will eat into your time. The midterm and final will include a mix of multiple-choice, true-false and short essay. Your test are worth 33% of your semester grade. Please remember that failure to take an exam will result in a 0 unless you have contacted me prior to the exam and obtained my permission to reschedule.

Writing Assignments

This is a course that requires a substantial amount of writing and 45% of your grade will be derived from writing assignments. Throughout the semester you will be submitting nine chapter worksheets, one movie analysis and an outline, draft and final literature review paper. The course schedule above provides you an outline of our schedule. I will provide you with detailed instructions in class about each assignment and the writing guidelines. I have also provided a grading rubric that can be used to help identify what I will be looking for in your written assignments.

Literature Review Paper and Presentation

Throughout the semester you will be working on your final literature review project. The field of communication is vast and this paper is intended to allow you to investigate and review one aspect of effective listening and or cultural differences found in this area and share your research with your peers. This project is your largest project and makes up 18% of your grade. Effective writers know that writing is a “recursive” process and I will be working with you throughout the semester on your project through a series of outlines, drafts and revisions. Although specific details will be discussed in class but the general timeline for your project is as follows:

| Due Date | Research Paper Schedule | Points |
|-----------------|------------------------------------|---------------|
| 16-Sep | Research Paper Topic Due | 25 |
| 2-Oct | Research Paper Outline Due | 50 |
| 30-Oct | Research Paper Draft due by email. | 50 |
| 4-Dec | Research Paper | 100 |
| | Total Points: | 225 |

Oral Presentations

This class has multiple opportunities to orally present your ideas and research to the class. A significant proportion of your grade will be assessed on your ability to effectively orally communicate. You will be expected to be well organized, professional and demonstrate your skills as a communicator. I will provide you additional guidelines in class and below you will find a copy of the Presentation Grading Criteria that will be used throughout the class. In addition a rubric is provided below outlines class expectations for oral presentations.

Class Rules

1. Arrive on time prepared to discuss assigned reading
2. Completed all assignments on time.
3. Actively contribute to class discussions.
4. Contact me if you need of extra help or feels confused about any assignments or requirements in a timely manner.

5. Demonstrate respect for fellow classmates and the instructor.
6. Be prepared to focus your attention on the class. Use of electronic devices should be limited to purposes pertaining to the class only.
7. Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
8. Contact me about any disagreement about a grade or other assessment within one week of receiving the grade.
9. Do not bring food or beverages to class other than water.

Classroom Attendance and Work Policies

You are expected to be in class, on time and to actively participate in class discussions. Be mindful that there are several assignments that require in-class presentations or participation and if you are absent or late you will forfeit the available points for that day. If you fail to attend you will not be given an opportunity to make up the work. I reserve the right to adjust the assignment dates as stated above, therefore you need to be present to ensure you are present. **Please note that after your 3rd unexcused absence you will drop one letter grade. After 9 absences you will fail this class.** In addition, being late to class is disruptive and if you are late 3 times it will counted as 1 absence. It is your responsibility to ensure that you are counted present. **Further, all assignments and readings are due on time.**

Academic Honesty Statement

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing or presenting another person's work as one's own, having another person write one's paper, fabricating research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of University Policy, which will entail appropriate penalties.

Additional Course Resources

Richard Wright Center (RWC)

This course is a writing intensive course and a large proportion of your grade will be based on written assignments. Prior to submitting a written assignment you are encouraged to make an appointment at the Richard Wright Center to receive personal assistance with the development of your writing and research skills.

The Richard Wright Center for Writing, Rhetoric, and Research provides an environment for intellectual engagement beyond the classroom. At any stage of the creative and research processes, students may interact with trained tutors using technology to develop written, oral, and visual representations of their ideas for an academic audience.

Location: H. T. Sampson Library, 1st floor. For hours, workshops, and to make an appointment, go to www.jsums.edu/wrightcenter, or call [601-979-6094](tel:601-979-6094).

Mentoring

I am available to assist you with any concerns you may have about the course or your career development. If you wish to schedule an appointment for an in-depth consultation please contact me at 662-312-7149 or at laura.k.mcdavitt@jsums.edu.

Additional Resources

Additional assistance is available through me if needed. Feel free to schedule a one-on-one session with me as needed. I am also available via email or text from the hours of 8 AM until 9 PM. You can contact me at laura.k.mcdavitt@jsums.edu or 662-312-7149.

Special Needs Learning

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the **Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Officer, P.O. Box 17999, Jackson, MS 39217, telephone (601) 979-3704** as early as possible in the term.

Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. All persons are encouraged to respect the individual differences of others.

Grievances

Any student who has a grievance and/or complaint must first discuss the grievance and/or complaint with the professor and complete a student complaint form with the professor. If there is no resolution at the student/professor level, the student can then address his/her complaints through the appropriate channels of administration:

Department Chair: Dr. Mark Henderson (McCoy Building)
Dean of College of Liberal Arts Dr. Deborah H. Barnes. (Liberal Arts Building)

REFERENCES

- Heiliker, D. (2007) Story sharing: Restoring the reciprocity of caring in long-term care. *Journal of Psychosocial Nursing & Medical Health Services*, 45 (7), 20-33
- Brady, J. R. (2007). Our view: Conservation is a moral cause.
www.headwatersnews.org/pr.wildspirit.html.
- Brown, R. (2003). Emotions and Behavior: Exercise in emotional intelligence. *Journal of Management Education*, 27(1), 122-135.
- Bryson, K. D. (2005). Managerial success and derailment: The relationship between emotional intelligence and leadership. Fielding Graduate Institute, 374 pp. AAT 3159997.

| Writing Assignments will be Graded on the Following Criteria | | | | | |
|---|--|--|--|---|---|
| | "A" Paper Criteria | "B" Paper Criteria | "C" Paper Criteria | "D" Paper Criteria | "F" Paper Criteria |
| Context of & Purpose of Writing | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s). | Demonstrates awareness of context, audience, purpose, and to the assigned task(s). | Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s). | Does not demonstrate attention to context, audience, purpose or the assigned task(s). |
| Content Development | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. | Does not use appropriate or relevant content to develop simple ideas. |
| Genre & Disciplinary Conventions | Demonstrates detailed attention to and successful execution of a wide range of conventions including organization, content, presentation, formatting, and stylistic choices found in this field. | Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices found in this field. | Follows expectations appropriate for basic organization, content, and presentation in the field of communications. | Little attempt to use a consistent system for basic organization and presentation in this field | No attempt to use a consistent system for basic organization and presentation. |
| Sources & Evidence | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas. | Demonstrates consistent use of credible, relevant sources to support ideas. | Demonstrates an attempt to use credible and/or relevant sources to support ideas. | Rarely demonstrates an attempt to use sources to support ideas in the writing. | Did not demonstrate an attempt to use sources to support ideas in the writing. |
| Control of Syntax & Mechanics | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. | Uses language that impedes meaning because of errors in usage. |
| *Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric | | | | | |

| Presentation Grading Criteria | | | | | |
|---|---|---|--|--|--|
| | "A" Presentation Criteria | "B" Presentation Criteria | "C" Presentation Criteria | "D" Presentation Criteria | "F" Presentation Criteria |
| Organization (specific introduction and conclusion, sequenced material within the body, and transitions) | Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern is clearly and consistently observable within the presentation. | Organizational pattern is intermittently observable within the presentation. | Organizational pattern is rarely observable within the presentation | Organizational pattern is not observable within the presentation |
| Language | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices show little evidence of being well thought-out and only partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and rarely support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| Delivery (posture, gesture, eye contact, and vocal expressiveness) | Delivery techniques make the presentation compelling, and speaker appears polished and confident. | Delivery techniques make the presentation interesting, and speaker appears comfortable. | Delivery techniques make the presentation understandable, and speaker appears tentative. | Delivery techniques is used only minimally make the presentation understandable, but speaker appears uncomfortable. | Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable and unprepared. |
| Supporting Material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) | A variety of types of supporting materials were used to make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility on the topic. | Supporting materials were used to make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility on the topic. | Supporting materials were used to make appropriate reference to information or analysis that partially supported the presentation or establishes the presenter's credibility on the topic. | Insufficient supporting materials were used to make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic. | Failure to utilize supporting materials or make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic. |
| Central Message | A compelling central message was used that was precisely stated, appropriately repeated, memorable, and strongly supported. | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. | Central message can not be deduced, but is not explicitly stated in the presentation. |
| *Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric | | | | | |