

UNIVERSITY OF DETROIT MERCY  
**CST 305 (Section 01) Theories of Listening Behavior**  
M W F 12:00 p.m. – 12:50 p.m. (3 credit hours)  
Briggs 33  
Course Syllabus  
Term II, 2004-05

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Office Hours:  
M W F 9:00 a.m. – 9:50 a.m.  
M W F 1:00 p.m. – 2:00 p.m.

**COURSE OBJECTIVES**

1. To articulate the process and role of listening in oral communication situations.
2. To set reasonable and appropriate goals for improvement in listening behavior.
3. To critically evaluate research and materials developed in the field of listening.

**TEXTBOOK**

The textbook is Listening (5<sup>th</sup> edition), by Andrew Wolvin and Carolyn Gwynn Coakley, (Dubuque, Iowa; Brown and Benchmark Publishers, 1996).

**ATTENDANCE**

Because of the seminar and laboratory (applied) format of the course and because listening improvement requires your presence, **attendance in this course is MANDATORY.**

Any absences in excess of two (2) will be detrimental to your 10% attendance and participation grade through the reduction of five (-5) points for each absence. (Tardiness and/or leaving early will be considered partial absences). Absence on any date in which you are to provide a presentation is considered inexcusable and will result in an “F” for that assignment.

There is **NO MAKE UP** for **any** missed assignments (comprehension tests, models, research reviews, journals, or exams).

**ACADEMIC INTEGRITY**

The University of Detroit Mercy 2003-2005 Undergraduate Catalog states, “As members of the academic community in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under

which the university operates is that work submitted by a student is the product of his/her own efforts.” (p. 285)

The attached sheet (“Plagiarism & Academic Dishonesty”) defines plagiarism and addresses the consequences of academic dishonesty.

### **BROWN-CARLSEN LISTENING COMPREHENSION TEST**

The test consists of two comparable forms (AM and BM), each comprising 76 test items. The 76 items are grouped into five parts, each measuring a listening skill or skills: recalling items in a sequence (17), following directions (20), recognizing transitions (8), recognizing word meanings (10), and comprehending lecture material – noting details, getting central ideas, drawing inferences, understanding organization, and distinguishing relevant from irrelevant materials (21). The orally presented test requires forty-five to fifty minutes to administer. The **best percentile** score of the two tests will be used in calculating 10% of your total grade for the course. Calculation of the percentile will be as follows:

0% - 9%	5 points	50% - 59%	30 points
10% - 19%	10 points	60% - 69%	35 points
20% - 29%	15 points	70% - 79%	40 points
30% - 39%	20 points	80% - 89%	45 points
40% - 49%	25 points	90% - 100%	50 points

### **LISTENING MODEL**

The student should design a thorough, sophisticated model which reflects an understanding of the process of listening. A brief written explanation of the model should also be included. Evaluation of the model will include the following:

1. Does the model account for the major components of the listening process?
2. Does the model account for the variables which may affect listening?
3. Does the model differ from other models?
4. Is the model clearly presented?
5. Is the model clearly explained?

### **RESEARCH REVIEWS**

The student should review ten (10) of the selected research readings from the list provided. Using the research review forms, provide a summary of the information presented in the article and an evaluation of the article’s strengths as well as its weaknesses. Evaluation will be based on the accuracy and thoroughness of each research review.

### **EXAMINATIONS**

Two examinations will be given covering material from the textbook as well as the classroom lectures. Exams will be objective in nature. Each exam will consist of 50 questions (30 multiple choice and 20 true and false). A review sheet will be provided prior to both the midterm and final examinations.

## LISTENING JOURNAL

A listening journal should be kept throughout the semester. (It will be collected twice). Two entries should be recorded each week: one of a personal response and the other which will be assigned in class.

The following format may be useful in preparing the personal response journal entries:

Date: \_\_\_\_\_ Type of Listening: \_\_\_\_\_

Description of the Listening Experience:

Your Response as a Listener:

What You Learned About Your Listening Behavior:

Assessment will include the following:

1. Are the journal entries thorough, including material assigned in class?
2. Does the student have a variety of listening experiences (i.e., not just descriptions of listening at work, at school, or at home but in different settings with different types of listening)?
3. Does the student attempt to get different, challenging listening experiences (e.g., attend an opera, a technical lecture in another field, etc.)?
4. Does the student reflect well on how he/she is or is not listening effectively with the different purposes?
5. Does the student reflect growth as a listener throughout the journal?

## GRADES

Each of the assignments will make up a percentage of your final grade. Attendance and participation will also be taken into consideration.

Brown-Carlesen Listening Test (10%)	50 points
Listening Model (10%)	50 points
Research Reviews (20%)	100 points
Listening Journal (20%) (each 10%)	100 points
Midterm Examination (15%)	75 points
Final Examination (15%)	75 points
Attendance and Participation (10%)	50 points

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**TOTAL = 500 points**

## GRADING SCALE

473 – 500	A
448 – 472	A-
433 – 447	B+
418 – 432	B
398 – 417	B-
383 – 397	C+
368 – 382	C
348 – 367	C-
333 – 347	D+
298 – 332	D
0 - 297	F

## TENTATIVE CLASS SCHEDULE

Term II 2004-2005

Note: This schedule is subject to change at the instructor's discretion.

Monday, January 10	Orientation to the Course Name Game (Exercise)
Wednesday, January 12	An Introduction to Listening (Lecture) Explain Journal #1 Read Chapter 1
Friday, January 14	* <b>Brown-Carlsen Listening Comprehension Test</b>
Monday, January 17	<b>NO CLASS</b> (Martin Luther King, Jr. Holiday)
Wednesday, January 19	Identifying Your Personal Listening Strengths and Weaknesses (Lecture and Exercise) Explain Journal Entry #2
Friday, January 21	Identifying Your Personal Listening Strengths and Weaknesses (continued) Read Chapter 2
Monday, January 24	Listening Models (Lecture and Examples) Explain Listening Model Assignment Read Chapter 3
Wednesday, January 26	10 Misconceptions of Listening (Lecture and Exercise) Hearing Messages (Case Study) Explain Research Reviews Assignment
Friday, January 28	“Oh, Mandy!” (Exercise) Maintaining Emotional Control (Lecture and Exercise) Explain Journal Entry #3

Monday, January 31	Feedback in Communication (Exercise) Listener Response and Feedback (Lecture)
Wednesday, February 2	Listener Response and Feedback (continued) Explain Journal Entry #4 Read Chapter 4
Friday, February 4	Individual Conferences with Students (re: Listening Models)
Monday, February 7	Interpersonal Communication Strategies (Lecture) Ego State Quiz (Worksheet)
Wednesday, February 9	Listening Model Presentations <b>* Listening Models due</b>
Friday, February 11	Discriminative Listening (Lecture) Auditory Discrimination (Self-evaluation) Environmental Sounds (Exercise) Musical Instruments (Exercise) Visual Discrimination (Exercise) Explain Journal Entry #5 Read Chapter 5
Monday, February 14	“Name That Tune” (Class Exercise)
Wednesday, February 16	Nonverbal Communication (Lecture)
Friday, February 18	Review for Midterm Examination <b>* Journals due (10 entries)</b>
Monday, February 21	<b>* Midterm Examination (Chapters 1 – 5 and classroom lecture material)</b>
Wednesday, February 23	Comprehensive Listening (Lecture) Comprehension “Tests” (Exercises) Following Directions (Exercise) Read Chapter 6
Friday, February 25	Processes to Enhance Listening Comprehension (Lecture) Preparing-to-Listen Checklist (Worksheet) Explain Journal Entry #6
Monday, February 28	Research Day (to work on Research Reviews)
Wednesday, March 2	Three Stages of Memory (Lecture) Memory Pathways (Exercise) NLP Theory (Lecture and Exercises)

Friday, March 4	Memory Techniques (Lecture) Chunking, Ordering, and Reordering (Drills)
Monday, March 7	<b>NO CLASS</b> (Spring Break)
Wednesday, March 9	<b>NO CLASS</b> (Spring Break)
Friday, March 11	<b>NO CLASS</b> (Spring Break)
Monday, March 14	Memory Techniques (Videotape)
Wednesday, March 16	Note taking (Lecture) Outlining Oral Messages (Exercise)
Friday, March 18	Ethical Listening (Lecture and Exercise)
Monday, March 21	Therapeutic Listening (Lecture) Listening for Feelings (Exercise) Explain Journal Entry #7 Read Chapter 7
Wednesday, March 23	Attitudes Communicated Nonverbally (Lecture) Responding with Genuineness (Worksheet) Nonverbal Listening Behavior (Self-assessment)
Friday, March 25	<b>NO CLASS</b> (Easter Recess)
Monday, March 28	Critical Listening (Lecture) Fact/Inference Confusion (Exercise) Labeling (Exercise)
Wednesday, March 30	School Board Problems (Small Group Discussion) Explain Journal Entry #8 Read Chapter 8 <b>* Research Reviews due</b>
Friday, April 1	Recognizing Propaganda Devices (Worksheet) Analyzing Messages (Videotape)
Monday, April 4	Appreciative Listening (Lecture) Musical Styles (Group Discussion) Explain Journal Entry #9 Read Chapter 9
Wednesday, April 6	Appreciative Listening Experiences (Class Exercise)

Friday, April 8	Listening Roles (Lecture) On-the-Job Listening (Small Group Exercise) Listening Consultants (Case Study) Explain Journal Entry #10 Read Chapter 10
Monday, April 11	Interviewing Techniques (Lecture) Types of Questions (Role-playing Exercise) <b>* Journals due (10 entries)</b>
Wednesday, April 13	<b>* Brown-Carlsen Listening Comprehension Test</b>
Friday, April 15	<b>NO CLASS</b> (ILA Conference)
Monday, April 18	Listening Responsibilities (Discussion)
Wednesday, April 20	Listening Responsibilities (Discussion)
Friday, April 22	Review for Final Examination Course Debriefing and Evaluation
Monday April 25 – Saturday, April 30	<b>* Final Examination Week (Chapters 6 – 10 and classroom lecture material)</b>