

SPCH 2280
Listening
Spring 2006

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Text: WebCT material

Office hours

M 10:30-11:20

M 2:30-3:20

T 9:00-10:00

T 1:30-2:30

F 9:30-10:20

Also by appointment

Complete syllabus

Full syllabus can be viewed on WebCT at <http://webct.usu.edu>. Web syllabus includes daily calendar with reading assignments, most of the material you need to read for the class, assignment descriptions and criteria, and study guides for each of the tests. You may review your grades at any times on WebCT. Use Access ID # and password to log-on.

Course description

In your 12-20 years of formal education, you probably have been admonished to listen—"pay attention", "shut up and listen", "concentrate", etc. Few of us, however, have had significant instruction in "how" to listen. Of the basic literacy skills (defined by the Federal Government), reading, writing, and arithmetic/math receive substantial attention in our schools, speaking receives some attention, and listening receives relatively little attention. Several recent studies have found that inadequate listening skills are one of the most significant deficiencies of high school and college graduates. Other studies have found that employers rank listening as among the most valued employment skills.

This class is a response to this neglect. This is a workshop format (activity based) class in which we will try to develop our personal listening competencies and will try to become effective teachers of listening. All of us should expect to teach listening—some as a public school teacher, others as a corporate trainer, and most of us as a parent.

Course objectives

1. To develop these personal listening competencies:
 - Discriminative skills: ability to distinguish auditory and visual stimuli so one can process messages.
 - Comprehension (comprehensive) skills: ability to understand a message so one can retain, recall, and use information.
 - Critical skills: ability to evaluate or make judgments about messages.
 - Relationship skills: ability to listen so one can provide support, help, and empathy.
 - Appreciative skills: ability to listen for purposes of sensory stimulation or enjoyment.
2. To learn teaching methods and to acquire and develop materials so one can become an effective teacher of listening. Ability to develop listening competency is necessary for parents, classroom teachers, and corporate trainers.
3. To learn basic research and theories needed to understand listening processes so one can continue development of personal listening competencies and effective listening instruction.

Summary of Graded Assignments

<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>
Test 1	Feb 22	20
Test 2	May 1, 11:30-1:20	20
Exercises	Daily	10
Listening Journal	Mar 8	15
Listening Portfolio	April 12	35

FINAL GRADE SCALE

92.0-100%	= A	78.0-79.9%	= C+
90.0-91.9%	= A-	72.0-77.9%	= C
88.0-89.9%	= B+	70.0-71.9%	= C-
82.0-87.9%	= B	68.0-69.9%	= D+
80.0-81.9%	= B-	60.0-67.9%	= D
		0.0-59.9%	= F

Tests

Each test will include objective (multiple-choice, true false) and essay questions. A study guide will be provided on WebCT.

Exercises

This is an activity-based class. You need to participate and learn from the listening activities of each class meeting. You will receive points for participation in these activities. Near the end of the semester we will have “share days” in which you must share a listening activity with the class. You must provide copies for everyone.

Listening journal

Listening improvement requires self-assessment, goal-setting, daily practice, and self-monitoring. This is a lifelong process. The journal assignment is designed to initiate and guide this process. I hope this will lead to a lifetime commitment to improvement of listening. Journal requirements and evaluation criteria are on WebCT.

Listening portfolio

The listening portfolio is a collection of listening material that you have either created or found. This is material that you will keep for future use. We will have a share day during the last week. Please share/trade portfolio items so we can all enlarge our permanent collection of relevant material.

Some of you plan to teach or to work as corporate trainers. You might create and/or collect listening instructional activities. (Keep the exercises we use in class, but do not include these in your portfolio.)

Others might never plan to teach listening. You might collect material that will help you teach your children how to listen or material that will help you become a better listener on the job.

Portfolio requirements and evaluation criteria are on WebCT. On WebCT I also have examples of possible portfolio material.