

## Marshall University

Course Title/Number	<b>Listening and Feedback: CMM 345</b>
Semester/Year	Fall 2013
Days/Time	Tuesday/Thursday: 12:30 pm - 1:45
Location	Smith Hall 261
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
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E-Mail	underhills@marshall.edu
Office Hours	Tuesday 11:00-12:00 Wednesday 10:00-3:00 Thursday 11:00-12:00, 3:30-6:30
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a>  Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

### Course Description: From Catalog

A study of listening/feedback behavior as an integral part of the communication process, development of listening/ feedback skills, and an awareness of barriers to effective listening and feedback.

### General Education Program Student Learning Outcomes

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

1. Aesthetic/Artistic
2. Communication (oral, written, visual)
3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical

### Relationships among Course, Program, and Degree Profile Outcomes

<b>Course Student Learning Outcomes</b>	<b>How students will practice each outcome in this Course</b>	<b>How student achievement of each outcome will be assessed in this Course</b>	<b>Program Outcomes</b>	<b>Degree Profile Outcomes</b>
Students will develop a basic understanding of narrative theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop a basic understanding of metaphor theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop a basic understanding of the rhetorical situation.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will understand the traditional concepts, values, and contexts of political rhetoric.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will evaluate specific discursive texts by determining the technical strategies, rhetorical theories, and discursive concepts at play.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning

### Required Texts, Additional Reading, and Other Materials

Glenn, Cheryl and Krista Ratcliffe. *Silence and Listening as Rhetorical Arts*. Carbondale: Southern Illinois University Press. 2011.

### Course Requirements / Due Dates

<b>Topic Selection and Background Check. September 5, 2013</b>	<b>20 Points</b>
<b>Weekly Applications</b>	<b>100 Points</b>
<b>Midterm. October 10, 2013</b>	<b>100 Points</b>
<b>Final</b>	<b>100 Points</b>
<b>Interest Group Presentation</b>	<b>20 Points</b>
<b>Total</b>	<b>340 Points</b>

### Grading Policy

A+	329 - 340
A	316 - 328
A-	306 - 315
B+	295 - 305
B	282 - 294
B-	272 - 281
C+	261 - 271
C	248 - 260
C-	238 - 247
D+	227 - 237
D	214 - 226
D-	204 - 213
F	0 - 203

### Attendance Policy

Attendance is not required for this course. PLEASE NOTE, I DO NOT RESPOND TO E-MAIL REQUESTS ASKING ME TO COVER WHAT YOU MISSED IN CLASS. You may visit me during my office hours to catch up on missed material.

### Electronics Policy

This course encourages students to bring laptop computers, tablets, smart phones, and any other devices for accessing the internet. Students without such devices will be paired in groups with these devices. In practically every class we will be applying communication theory to the daily news. For this to work, students must balance digital connectivity with class participation. Students who choose to be distracted and not participate will fall behind in skill development, which will become evident.

## Document Policy

All documents must be typed, size 12 font, 1 inch margins, double spaced and submitted to Dropbox.

### SEMESTER PROJECT

We will examine how the rhetorical arts of silence and listening are effective for historicizing, theorizing, analyzing, and practicing the cultural stances and power of both dominant and nondominant (subaltern) groups. Our textbook, *Silence and Listening as Rhetorical Arts*, is divided into three sections. “The history section captures specific historical moments when concepts of silence and/or listening are articulated, contextualizing these moments within rhetorical histories and traditions... The theory and criticism section works at the nexus of theory and criticism, demonstrating the ways that criticism provides concepts for building theory.” Criticism makes judgments about the ethics, efficiency, or appropriateness of texts and/or culture. The “praxes section describes performances of silence and/or listening as rhetorical arts in a variety of cultural contexts.” Each chapter illustrates broader rhetorical principles that are applicable to current relationships between power-holding groups and the powerless.

#### **Step One: Topic Selection and Background Check. Due September 5** **20 Points**

The chapters that compose the historical, critical and theoretical, and practical sections of the textbook will guide our learning activities throughout the semester. You will identify an on-going and developing news story of interest to you that illustrates a contested power dynamic between a dominant and non-dominant group, and which involves silence and/or listening. You should think about what is not being said (silence) or how the statements of powerful people are being used against them (listening). For example, my mind immediately turns to fast-food strikers, mountaintop removal, NSA spying on American citizens, and sequestration; all of which are current news stories about clashes between less powerful people and more powerful people.

You will propose five ideas to the class and choose one. We will listen to each other’s ideas and develop Interest Group themes. Each theme will be represented by an Interest Group that will work as a unit throughout the semester.

Once your topic is selected, you will conduct a “Google News” search for fifteen to twenty news stories that were written in the past four weeks. You will write a one-two page synopsis covering 1) who is involved?, 2) what is the clash over?, 3) where is it occurring?, 4) when did this clash arise?, 5) how is power being deployed?, and 6) for what purposes is power being deployed? This assignment will provide you with the requisite background material for the rest of the semester. You should do it well. You must turn in a citation page, using the Chicago style guide. Last name, First name. Title. Source. Date. Page number. For example:

Underhill, Stephen. “Example Fake News Story Title.” *New York Times*. August 10, 2013: 10.

<b>Background Check Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Proposition of five ideas. Please list all five ideas, but only develop one.	<b>5</b>	
Synopsis: Who is involved? What is the clash over? Where is the clash occurring? When did this clash arise? 5) How is power being deployed? For what purposes is power being deployed?	<b>10</b>	
Citation Page	<b>5</b>	
		<b>Total</b>

**Step Two: Weekly Applications.**

**100 Points**

Each week, Interest Groups will examine one chapter and apply its principles to its selected topics and themes. On each Tuesday, we will conduct learning exercises to decode the meaning and rhetorical principles of the assigned reading. On each Thursday, students will meet with their Interest Groups and discuss the application of principles to their topics and themes.

Each student will turn in a one page think-piece that applies the principle(s) to your selected topic and/or theme. This process will require you to locate articles that help clarify various connections. Sometimes, connections will be obvious and you will simply explain how the principle connects to your topic and/or theme. Other times, connections will not be so clear and you will have to imagine how connections might be made. **SUBMIT ALL PAPERS TO DROPBOX BY 11:59 PM THURSDAY NIGHT.** Title each paper “Last name, Think Piece #” (# represents the appropriate number).

<b>Weekly Application Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Clear connections between principle and topic/ theme.	<b>5</b>	
Writing illustrates command of topic.	<b>5</b>	
		<b>Total</b>

**Step Three: Presentations****20 Points**

Interest Groups will present their ideas to the class in a 20 minute presentation. You will use your think pieces to explain the interconnectedness of related ideas and any “takeaways” learned from their applications. The purpose of this project is to produce an academic presentation that informs your classmates of issues pertaining to history, criticism, and practice of your topic and theme. You will showcase the scholarly rigor that you underwent to collect this information. You achieve the second goal by excessively citing the material that you read for your previous papers in BOTH oral citations and by strategic placement in your audio-visual presentation. You are required to use a Prezi ([www.prezi.com](http://www.prezi.com)) as the audio-visual format for delivery. Diverse types of media can be inserted into a Prezi and used to supplement your presentation.

<b>Group Presentation Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Clearly conveyed audio-visual information with 20vminute Prezi	<b>6</b>	
Taught class issues pertaining to history, criticism, and practice of your topic/theme.	<b>7</b>	
At least 10 audio and visual citations.	<b>7</b>	
		<b>Total</b>

## CLASS SCHEDULE

<b>Week 1</b>	<b>Reading/Assignment Due</b>	<b>Discussion</b>
8/27		Class Introduction
8/29		Locating the Rhetorical Realm
<b>Week 2</b>		
9/3	Glenn+Ratcliffe (Intro)	Listening for Silences in Current Events
9/5	5 Proposed Topics (10 pts) Topic Selection and Background Check	
<b>Week 3</b>		
9/10	Glenn+Ratcliffe (Ch.1)	Silence and Listening in Historical Context
9/12	Think Piece 1 (10 pts)	Interest Group Applications
<b>Week 4</b>		
9/17	Glenn+Ratcliffe (Ch.3)	Silence and Listening in Historical Context
9/19	Think Piece 2 (10 pts)	Interest Group Applications
<b>Week 5</b>		
9/24	Glenn+Ratcliffe (Ch.4)	Silence and Listening in Historical Context
9/26	Think Piece 3 (10 pts)	Interest Group Applications
<b>Week 6</b>		
10/1	Glenn+Ratcliffe (Ch.5)	Silence and Listening in Historical Context
10/3	Think Piece 4 (10 pts)	Interest Group Applications
<b>Week 7</b>		
10/8	Glenn+Ratcliffe (Ch.6)	Silence and Listening: Theory and Criticism
10/10		Midterm Review
<b>Week 8</b>		
10/15		Midterm
10/17	Think Piece 5 (10 pts)	Interest Group Applications
<b>Week 9</b>		
10/22	Glenn+Ratcliffe (Ch.7)	Silence and Listening: Theory and Criticism
10/24	Think Piece 6 (10 pts)	Interest Group Applications
<b>Week 10</b>		
10/29	Glenn+Ratcliffe (Ch.8)	Silence and Listening: Theory and Criticism
10/31	Think Piece 7 (10 pts)	Interest Group Applications
<b>Week 11</b>		

<b>11/5</b>	Glenn+Ratcliffe (Ch.9)	Silence and Listening: Theory and Criticism
<b>11/7</b>	Think Piece 8 (10 pts)	Interest Group Applications
<b>Week 12</b>		
<b>11/12</b>	Glenn+Ratcliffe (Ch.10)	Silence and Listening: Theory and Criticism
<b>11/14</b>	Think Piece 9 (10 pts)	Interest Group Applications
<b>Week 13</b>		
<b>11/19</b>	Glenn+Ratcliffe (Ch.15)	Silence and Listening: Praxes
<b>11/21</b>	Think Piece 10 (10 pts)	<b>No Class: NCA</b>
<b>Week 14</b>		
<b>11/26</b>	Fall Break	
<b>11/28</b>	Thanksgiving	No Class
<b>Week 15</b>		
<b>12/3</b>	Presentations	
<b>12/5</b>	Presentations	
<b>Week 16</b>		
<b>12/10</b>	Final Exam 12:45-2:45 PM	