

## Marshall University

Course Title/Number	<b>Listening and Feedback: CMM 345</b>
Semester/Year	Fall 2014
Days/Time	Tuesday/Thursday: 9:30-10:45
Location	Smith Hall 263
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
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Office Hours	Tuesday 8:00-9:30; 11:00-2:00; 3:15-4:15 Wednesday 2:30-5:30 Thursday 8:00-9:30; 11:00-2:00
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

<b>Topic Selection and Background Check. September 5, 2013</b>	<b>20 Points</b>
<b>Weekly Applications</b>	<b>100 Points</b>
<b>Midterm Exam</b>	<b>100 Points</b>
<b>Final Exam</b>	<b>100 Points</b>
<b>Total</b>	<b>320 Points</b>

### Grading Policy

A+	310 – 320
A	299 - 309
A-	288 - 298
B+	277 - 287
B	267 - 276
B-	256 - 266
C+	245 - 255
C	234 - 244
C-	223 - 233
D+	212 - 222
D	201 - 211
D-	190 - 200
F	0 - 189

### 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: Topics Selection and Background Checks**

**20 Points**

You will identify **THREE (3)** on-going and developing news stories of interest to you on any subject of your choice. 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 for a few weeks throughout the semester. Interest Groups will informally present their on-going conversation to the class on days specified in the syllabus, at which time students may create new groups based on the flow of interests. If your **THREE** stories are more related, Interest Groups will be more cohesive. If your stories are less related, Interest Groups will be less cohesive.

Once your **THREE** topics are selected, you will conduct a “Google News” search for at least fifteen news stories that were written in the past four weeks. You **MUST** locate and cite at least five stories per topic. One story **MUST** relate to politics. One story **MUST** relate to religion. One story **Must** relate to popular culture.

You will write a one-two page synopsis covering **ALL THREE TOPICS**. Address 1) who are the characters involved? 2) What events have happened? 3) Where key events have happened? 4) When did key events happen? 5) How is action being deployed in **ALL THREE TOPICS**? 6) For what purpose is action being deployed in **ALL THREE TOPICS**? 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.

**If you do not cite at least fifteen stories between all three topics, you will get a zero for this assignment!**

<b>Topics Selection &amp; Background Checks Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Proposition of three topics.	<b>10</b>	
Synopsis: Who is involved? What is the clash over? Where is the clash occurring? When did this clash arise? 5) How is action being deployed? For what purpose is action being deployed?	<b>5</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 1½ 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 MONDAY NIGHT.** Title each paper “Last name, Think Piece #” (# represents the appropriate week 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>		

## CLASS SCHEDULE

<b>Week 1</b>	<b>Reading/Assignment Due</b>	<b>Discussion</b>
8/26		Class Introduction
8/28		Locating the Rhetorical Realm
<b>Week 2</b>		
9/2	Ratcliffe (Posted on Blackboard):	Defining Rhetorical Listening
9/4	Glenn+Ratcliffe (Intro)	Silence and Listening as Rhetorical Arts
<b>Week 3</b>		
9/8	<b>DUE:</b> Topic Selection and Background Check	
9/9	Glenn+Ratcliffe (Ch.1)	Silence and Listening in Historical Context
9/11		Interest Group Applications
<b>Week 4</b>		
9/15	<b>DUE:</b> Think Piece 1 (10 pts)	
9/16	Glenn+Ratcliffe (Ch.2)	Silence and Listening in Historical Context
9/18		Interest Group Applications
<b>Week 5</b>		
9/24	<b>DUE:</b> Think Piece 2 (10 pts)	
9/23	Glenn+Ratcliffe (Ch.3)	Silence and Listening in Historical Context
9/25		<b>Informal Presentations</b> /Interest Group Application
<b>Week 6</b>		
9/29	<b>DUE:</b> Think Piece 3 (10 pts)	
9/30	Glenn+Ratcliffe (Ch.4)	Silence and Listening in Historical Context
10/2		Interest Group Application
<b>Week 7</b>		
10/6	<b>DUE:</b> Think Piece 4 (10 pts)	
10/7	Glenn+Ratcliffe (Ch.5)	Silence and Listening: Theory and Criticism
10/9	Interest Group Applications	Midterm Review
<b>Week 8</b>		
10/14		Midterm
10/16	<b>DUE:</b> Think Piece 5 (10 pts)	<b>No Class: Public Address Conference</b>
<b>Week 9</b>		
10/21	Glenn+Ratcliffe (Ch.6)	Silence and Listening: Theory and Criticism
10/23		Interest Group Applications
<b>Week 10</b>		

<b>10/27</b>	<b>DUE:</b> Think Piece 6 (10 pts)	
<b>10/28</b>	Glenn+Ratcliffe (Ch.7)	Silence and Listening: Theory and Criticism
<b>10/30</b>		<b>Informal Presentations/</b> Interest Group Applications
<b>Week 11</b>		
<b>11/3</b>	<b>DUE:</b> Think Piece 7 (10 pts)	
<b>11/4</b>	Glenn+Ratcliffe (Ch.9)	Silence and Listening: Theory and Criticism
<b>11/6</b>		Interest Group Applications
<b>Week 12</b>		
<b>11/10</b>	<b>DUE:</b> Think Piece 8 (10 pts)	
<b>11/11</b>	Glenn+Ratcliffe (Ch.10)	Silence and Listening: Theory and Criticism
<b>11/13</b>		Interest Group Applications
<b>Week 13</b>		
<b>11/17</b>	<b>DUE:</b> Think Piece 9 (10 pts)	
<b>11/18</b>	Glenn+Ratcliffe (Ch.11)	Silence and Listening: Praxes
<b>11/20</b>		<b>No Class: NCA</b>
<b>Week 14</b>		
<b>11/25</b>	Fall Break	
<b>11/27</b>	Thanksgiving	No Class
<b>Week 15</b>		
<b>12/1</b>	<b>DUE:</b> Think Piece 10 (10 pts)	
<b>12/2</b>	Glenn+Ratcliffe (Ch.13)	
<b>12/4</b>		Interest Group Applications
<b>Week 16</b>		
<b>12/9</b>	Final Exam 8:00-10:00	