

Marshall University Course Title/Number	CMM 345: Listening and Feedback
Semester/Year	Fall 2015
Days/Time	MWF 10:00 – 10:50
Location	Smith Hall Room 232
Instructor	D. Adkins
Office	Smith Hall Room 249
Phone	304-696-2805
E-Mail	adkins654@marshall.edu
Office/Hours	MW 9:30-10:00, 2:00-3:30 TR 11:00-12:00, 1:00-2:00 Others by appointment
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 www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 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

Course Student Learning Outcomes	How Practiced in this Course	How Assessed in this Course
----------------------------------	------------------------------	-----------------------------

Students will develop a basic understanding of listening theory.	Students will demonstrate knowledge of concepts and ability to classify, describe, and restate concepts about interpersonal communication processes...	...during in-class activities and discussions, on quizzes, exams and in papers.
Students will be able to understand and apply fundamental concepts of listening theory to communication interactions.	Students will demonstrate ability to apply concepts to hypothetical and real world situations...	...during in-class activities and discussions, on quizzes, exams, and in papers.
Students will be able to analyze communication interactions using listening theory and principles.	Students will demonstrate growth in ability to recognize, label, describe, compare, and organize findings about listening theory and applied constructs and to shape outcomes in interactions...	...during in-class activities and discussions, on midterm exams, in papers, and in a group project.
Students will evaluate verbal and nonverbal communication behaviors across various interpersonal listening situations.	Students will demonstrate an understanding and growth in the ability to evaluate verbal and nonverbal behaviors in feedback, and in their assessment of interpersonal listening...	..during in-class activities and discussions, and in papers.
Students will be able to synthesize and evaluate verbal and nonverbal communication behaviors across various interpersonal communication contexts.	Students will demonstrate ability to integrate and make sound judgments about theoretical and applied constructs and to organize and share findings...	...during in-class activities and discussions, on quizzes, exams, and in papers.

Required Texts, Additional Reading, and Other Materials

Brownell, J (2013). Listening: Attitudes, Principles, and Skills. 5th ed. Pearson. Boston, Pearson.

Other articles as assigned.

Course Requirements

Assignments are briefly described below this table. Additional information will be shared in class.	
1. Quizzes and Exam:	
#1	1-2 (25 pts)
#2	3,4,5 (25 pts)
#3	6,7,8 (25 pts)
#4	9,10+ (50 pts)
2. Reflections:	Select 5 of the weekly reflections (posted on black board) (10 pts each)
3. Listening Notebook:	Daily readings, class discussions and personal observations and reflections. Must be handwritten. (50 pts)
4. Paper:	Listening Analysis and Class Presentation (100, 25 pts)
5. Model:	Listening Model and Class Presentation (25 pts)
6. Participation :	Attendance, participation in discussions and exercises (50 pts)
Total:	425 pts

Grading Policy

Grades will be calculated on a straight scale:

A = 90 -100% C = 70 - 79% F = 59% or less

B = 80 - 89% D = 60 - 69%

Five Reflections (10 points each):

The first reflection is required but the remaining four reflections will be selected from a choice of questions with various due dates.

Listening Notebook (50 pts)

Students will keep a non-electronic notebook with chapter and in-class notes, personal reflections and observations. This notebook is in keeping with current research that demonstrates the connection between handwritten notes and their connection to hearing, listening, learning and memory. Periodic checks will be made, so do not wait until the end of class to write your entries.

Listening Model (25 pts)

Students will create a listening model using the theories discussed and one personal communication experience and present it to the class. Explain what made the situation successful or unsuccessful, and predict ways to improve communication.

Paper (100 points):

Students must write a 5-7 page paper analyzing a real world listening situation. You may select a situation that you find to be exciting, interesting, beneficial, or surprising BUT you must have the ability to do first hand observation. Your score for the paper will be based on the quality of your assessment and the use of concepts, principles, and theories used to show your knowledge of the complexity of the listening process, concepts used are appropriate for the event/experience being described and that you did not overlook more appropriate concepts, your ideas are clear and consistent, and your writing style is fluent, well organized, clear, and error free. More information and a scoring rubric will be shared later.

Paper Presentation (25 points)

Students will discuss their analysis briefly (5-10 minutes) in class. Emphasis should be given to tying the specific situation/analysis to materials in the text and our discussions, and to postulating ideas for further research topics. **DO NOT READ YOUR PAPER TO THE CLASS!!**

Quizzes/Exam (25, 25, 25, 50 points):

Three exams will be given to allow you to demonstrate your knowledge and understanding of the concepts we've studied. Each exam will consist of up to 25 multiple choice questions and/or essay questions. Questions will come from the text, suggested readings, in-class discussions and activities and information shared during class.

A final exam will consist of up to 100 multiple choice questions or up to ten 10-point essay questions or a combination of the two.

In-class activities and participation (50 points):

Students will receive up to 50 points for participation in in-class discussions, exercises and activities. Points are awarded based on the quantity and quality of the student's participation. That means that the more consistently you give full effort to participation, the more points you will be awarded.

Assignment Policies

Unless explicitly stated, written assignments will be submitted electronically via the drop box function on Blackboard. If you have trouble submitting via Blackboard, e-mail the assignment to me before the deadline for full credit; however, *Email should be a last resort!!*

All assignments turned in in paper form should be **typed in 12-point font, double spaced, with one inch margins on all sides**. I will not accept handwritten assignments or emailed copies except when the instructions ask that they be presented formally. Student work must be submitted on time, accurately, and of appropriate scholarly quality. Please use proper (Formal) English when submitting a paper or giving an oral presentation. Do not use email or texting language, slang, or other forms of substandard English.

Please proofread your work! Typos and grammatical errors may result in the lower grade on the assignment.

Late assignments will not be accepted for full credit unless the instructor has given prior consent. For every 24 hours that the assignment is late without the instructor's approval, the assignment grade will drop 10%. The assignment will not be accepted later than 5 days after it is due.

Consultations: Please do not wait until the night an assignment is due to realize that you are unsure of what is expected. Uncertainties can always exist. It is my intention to do everything I can to help you understand course material. If you do not understand an assignment, ask. The excuse, "I didn't know what was expected," will not be accepted as justification of poor performance.

To achieve an "A" on any assignment, and for the course, the student's work must be exemplary achievement. This is work that exceeds expectations and demonstrates initiative (beyond the requirements), shows creativity, and demonstrates higher-level analysis without having to ask the instructor "how to get an A." I am going to tell you what is required to get an A, so listen.

Student work must be submitted on time, accurately, and of appropriate scholarly quality. Please use proper (Formal) English when submitting a paper or giving an oral presentation. Do not use email or texting language, slang, or other forms of substandard English.

Attendance & Classroom Policies

The emphasis of this course is on communication. You must be engaged in our in-class discussions and participate in our in-class activities to develop the depth of knowledge and important skills this course is designed to teach. It is highly likely that missing classes will (a) prevent you from

understanding expectations for assignments and will result in a reduction in your ability to earn high scores on your assignments and (b) will make learning the content of this course more difficult and so will result in poor performance on your midterm and final exams and on your projects and papers.

Attendance will be taken at each session. You are allowed two personal days during the semester (on days that do not include presentations or a major grading event, such as an exam). These absences do not include illnesses that require medical care or university-sponsored events. You are responsible for obtaining an excused absence from the Dean of Students in the case of illness or other university-excused reason for missing class. **After three unexcused absences, you will lose -10 points off your total grade for each additional absence. Also, you need to be in class on time.** It is your responsibility to make sure that you are counted as attending if you come to class after attendance is taken. See me after class to change your attendance status. **Being late to class twice is equivalent to one unexcused absence.**

Excused absences must be documented to the Dean of Students.

Absences that are approved by the University will be excused when the student reports and verifies them with the instructor. You must contact your instructor about any absence and make arrangements for make-up work. Make-up work will be permitted at the discretion of the instructor.

In order to make-up missed work, you must contact me promptly when you have missed a class during which assignments are due. Work turned in late will result in an automatic penalty regardless of the excuse/reason. No assignment will be accepted two weeks after the original due date. Failure to notify your instructor promptly and complete make-up work promptly may result in the loss of opportunity to make-up missed work.

You are responsible for all assignments made during a missed class; however, in-class activities and quizzes cannot be made up.

PLEASE NOTE: Any student who misses 25%, or more, of the class sessions for this course will receive an F for the course {see page 83, 2011-12 Undergraduate Catalog}.

Please silence and put away all cell phones and other electronic paraphernalia while in class. No ringing phones, text messaging, or checking email during class time. The first infraction of this rule will get you a nasty look and a second will result in loss of such device during the class, a third occurrence and you will be asked to leave the classroom and counted as absent. Except 911 emergencies, nothing is so important that it merits interrupting your instruction.

When you have missed a class, please do not ask if you have missed anything important, of course you did. Get the assignment and make it up promptly. ***You are responsible for all assignments made during a missed class; however, in-class activities and quizzes cannot be made up.***

I will not bore you by regurgitating the textbook in class, so it is vital that you READ THE BOOK!!!

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 66 – 68 of the undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf or on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf. (Faculty are encouraged to add any additional information specific to their expectations and/or rules regarding academic dishonesty in their class).

Plagiarism: Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" on the assignment and may be subject to further university discipline.

Cheating: According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

Policy for Students with Disabilities: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304-696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

University Computing Services' Acceptable Use Policy: All students are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/acptuse.asp>.

Affirmative Action Policy: This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 63 of the 2010 – 2011 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf, or on p. 16 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Inclement Weather Policy: Students can find information concerning Marshall's policy regarding

inclement weather on pp. 64 – 65 of the 2010 – 2011 undergraduate online catalog
http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf, or on pp. 21 – 23 of the
spring 2010 graduate catalog
http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

(Note: A link has been added to the Assessment website which has the University Computing
Services Acceptable Use Policy, the Affirmative Action Policy and the Inclement Weather Policy.
Faculty are welcome to reference the following link
http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

This is the only physical copy of the syllabus you will receive. Electronic versions of this syllabus
can be accessed on MU Online (Blackboard).

CMM 345 MWF COURSE SCHEDULE

Date		Topics/Assignments	Readings
August			
M 24	Week 1	Introduction	
W 26		<i>Improving Listening Effectiveness</i> <i>The Importance/Reasons to listen</i>	Chapter 1
F 28		The Hurrier Approach Understanding Yourself	
M 31	Week 2	Listening Theory	Chapter 2
September			
W 2		Discussion/Exercise	
F 4		Discussion/Exercise Reflection due 5 pm	
M 7	Week 3	No Class- Labor Day	
W 9		Personal Listening Model Due <i>Personal Listening Model Presentations</i>	
F 11		Quiz Personal Listening Model Presentations Cont.	Chapters 1,2
M 14	Week 4	The Process of Hearing	Chapter 3
W 16		Principles Attention	
F 18		Discussion/Exercise Reflection due 5 pm	
M 21	Week 5	The Process Understanding Principle	Chapter 4
W 23		One-Way/Two-Way Applications	
F 25		Discussion/Exercise	
M 28	Week 6	The Process of Remembering Principles and Memory Systems	Chapter 5
W 30		Obstacles Improving Memory	
October			
F 2		Discussion/Exercise Reflection due 5 pm	
M 5	Week 7	Quiz	Chapters 3,4,5
W 7		The Process of Interpreting Principles	Chapter 6

		Purposes	
F 9		Empathy Verbal and Nonverbal Cues	
M 12	Week 8	Discussion/Exercise	
W 14		The Process of Evaluating Principles	Chapter 7
F 16		Theories of Persuasion Reflection due 5 pm	
M 19	Week 9	Elements of Persuasion Appeals	
W 21		In-class Analysis	
F 23		Discussion/exercise	
M 26	Week 10	The Process of Responding Principles Styles	Chapter 8
W 28		Listening Environments	
F 30		Discussion/Exercise Reflection due 5 pm	
November			
M 2	Week 11	Quiz	Chapters 6,7,8
W 4		Listening Relationships Relationship Types	Chapter 9
F 6		Discussion/Exercise	
M 9	Week 12	Discussion/Exercise	
W 11		Listening Challenges	Chapter 10
F 13		New World/New Technologies Reflection due 5 pm	
M 16	Week 13	Discussion/Exercise	
W 18		Discussion/Exercise	
F 20		Listening Analysis due 5 pm	
	Week 14	Thanksgiving Break	
M 30	Week 15	Listening Analysis Presentation	
W 2		Listening Analysis Presentation	
F 4		Listening Analysis Presentation Exam Review (cumulative) Notebooks due by 5 pm	
		FINAL EXAM 10:15-12:15 Monday, December 7	

**Instructor reserves the right to change the course schedule as needed.
Edited schedules will be posted on Blackb**