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Teaching Philosophy: I believe that the best learning and the best classroom environments develop when teaching efforts are done *with* and not *for* people. Being *with* means taking responsibility for both your own and the learning of others. It is shaped by the ways that all members of the classroom interact in the creation of an open and inclusive learning environment for every member of the community. Please take personal responsibility for your own progress in this course and create a space where others can learn as well.

Office Hours: Mondays 12:30-1:30pm; Wednesdays 4-5pm; and by appointment. I teach because I want to facilitate your learning. Please drop by any time you see my office door open to dialogue about class material and/or arrange specific times to meet! To arrange an appointment during my scheduled office hours or at another time that works for you, please email or see me in class. If you have a question, ask! I am committed to responding to your emails in a timely manner (within 48 weekday hours). If you don't hear from me, email again as I may not have received it.

Course Description and Overview: Our acts of listening, like all communication, are shaped by our cultural and individual differences. Listening has consequences. It can promote individual and societal well-being or empower voices that are best left unheeded. This is a class about promoting that well-being through better listening within and across difference.

Required Text Details: This is a reading, reflecting, and discussion intensive class. Be prepared to listen deeply with and to each other and the assigned texts. These will be made available to you on eLearning site for class.

Student Learning Outcomes: Everything we do in this class has a reason. If you aren't sure of the point, please ask me. This course will equip you to:

1. Describe listening issues in the history, theory, and/or criticism of communication.
2. Explain the complexity of the listening cognitive process.
3. Illustrate ways that listening creates relationships and identities.
4. Differentiate among listening styles and behavioral functions across diverse contexts and human difference.
5. Develop and implement diverse approaches to listening in various situational contexts.
6. Identify affective attitudes and individual values to overcome barriers to competent listening.
7. Analyze the role of questions and feedback in dialogue.
8. Critique and evaluate rhetorical functions of listening in different social, political, and/or cultural contexts.

Classroom Expectations and Instruction Methods:

This class is a collaborative effort, depending as much on your input as my preparation. I expect all of us to:

- Come to class having completed assigned readings and prepared to actively engage,
- Be up to date on announcements and discussions posted on our website,
- Respect each other and be open to hearing new perspectives and learning,
- Create a supportive, respectful, safe environment,
- Put away all distractions, especially electronic ones,
- Complete assignments in a timely and professional manner,
- Not be afraid to ask questions and provide feedback when appropriate; speak what you truly know or what you truly want to know.
- Think frequently and not fear confusion – it is a common experience while you are learning,
- Work with other students, but do not be a leech or take advantage of other students' hard work. Be good to yourself and others.

Access and Accommodation: I am committed to making this classroom inclusive and accessible. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements please notify the

instructor and the Student Disability Center for more information. If you have already established accommodations, please communicate your approved accommodations to me as soon as possible so proper arrangements can be made.

Homework: For every 3 credit class, the expectation is that you will spend an average 6 hours of work per week outside of class. Plan this time into your schedule in order to be successful in this course. Some assignments are workshopped in class while others are primarily completed outside of class. All completed writing assignments should be submitted online. Assignment instructions will be made available and you can always ask for additional details during class, office hours, or over email.

Make-up and Late Assignment Policy: No late assignments are accepted except under the most extreme cases. All written assignments should be uploaded to our eLearning platform. You should make sure to leave time to do this with a few minutes to spare so that you can check to make sure the document was uploaded correctly. If you are struggling with our eLearning platform, you can email it to me before the deadline to make sure that it is on time.

Assignments:

Some assignments are workshopped in class while others are primarily completed outside of class. All completed writing assignments should be submitted online. Assignment instructions will be made available and you can always ask for additional details during class, office hours, or over email. Types of assignments include:

1. **Annotated Bibliography.** To be completed and uploaded to Canvas before class (Complete 35 of 39). Worth 1 point each. You can “skip” four, or you can complete them all for a potential extra credit of up to 4 points. This is the only extra credit that will be offered in this course.
2. **Discussion Lead.** Done four times in the semester, once in each unit. Worth 5 points each.
3. **Embodied Listening Fieldwork Reflection.** In these class periods, you do “fieldwork” in which you choose a new embodied way to listen, enact it, and write/record a brief reflection of your experience. Turn your fieldwork notes/reflection to me in Canvas. Worth 5 points.
4. **Quizzes.** 2 quizzes will cover the class material from the first two units of class. Worth 10 points each.
5. **Engaged Listening Plan.** Using a variety of self-assessments and reflection, students will differentiate between their own listening styles and behaviors, consider various situational contexts in which they listen, identify personal affective attitudes and barriers to be overcome, and develop an individualized engaged listening plan. This will result in a 5-page paper. Worth 10 points.
6. **Final Listening Across Difference Portfolio.** Individuals will integrate and reflect on knowledge gained throughout the term and write a personalized “ethic of listening” that critically reflects on a variety of situations, cultures, - and identities. This will result in a 5-page addition to the Engaged Listening Plan and Annotated Bibliography for a final portfolio with 3 parts: Listening Plan, Listening Ethic, and Annotated Bibliography. Worth 10 points.

Annotated Bibliography (x35)	35 points
Discussion Lead (x4)	20 points
Embodied Listening Fieldwork Notes	5 points
Quizzes (x2)	20 points
Engaged Listening Plan	10 points
Final: Listening Across Difference Portfolio	10 points
Total:	100 points

Grading Scale

A+	96.67+	B	83.33-86.66
A	93.33-96.66	B-	80-83.32

A-	90-93.32	C+	76.67-79.99
B+	86.67-89.99	C	70-76.66

If you complete all course work and put significant effort in to each assignment, I see no reason why you should get a grade lower than a C in this course. That said, just because the point value for lower grades are not listed on this syllabus does not mean that you can't earn a lower grade.

Grade Appeal: If you need clarification or have a general question, please do come talk to me as soon as that question arises. If I have made a math error in calculating a grade, please approach me immediately so that the error can be corrected. If you wish to appeal a grade based on reasons other than a math error, you must wait at least 24 hours but no more than 7 days. To appeal a grade, you must email me from your student email account a written statement addressing why you feel your grade should be changed. I will then contact you to set up a meeting to discuss your appeal. You have no further right to appeal if you fail to appear at this scheduled meeting. In submitting an appeal, you are requesting that I re-evaluate the work under question in its entirety.

Week	Day and Topic	Due Before Class	Graded Item Details
1	Day 1 <i>Getting to Know 480A1</i>	Read Syllabus and Visit Canvas website Writing an Annotated Bibliography	
UNIT 1: Theories and Philosophies of Listening			
	Day 2	Wolvin (2017) Contextualizing listening	
2	Day 1 <i>Listening and Cognition</i>	Imhof (2010) What is going on in the mind of the listener	
	Day 2	Bodie et al. (2008) What would a unified field of listening look like? A proposal linking past perspectives and future endeavors	
	Day 3	Vickery (2018) "Listening enables me to connect with others": Exploring college students' (mediated) listening metaphors	
3	Day 1 <i>Philosophies of Listening</i>	Haroutunian-Gordon (2011) Plato's Philosophy of Listening	
	Day 2	Purdy (1986) Contributions of Philosophical Hermeneutics to Listening Research	
	Day 3	Bostrom (2011) Rethinking conceptual approaches to the study of listening	
4	Day 1 <i>Constitutive Listening</i>	Bodie and Denham (2017) Listening in(to) close relationships	
	Day 2	Imhof (2003) The social construction of the listener: Listening behavior across situations, perceived listener status, and cultures	
	Day 3	Pasupathi and Billitteri (2015) Being and becoming through being heard: Listener effects on stories and selves	
5	Day 1 <i>Embodied Listening</i>	Lipari (2014) Vibrating worlds and listening bodies	
	Day 2	Bavelas and Gerwig (2011) The listener as addressee in face-to-face dialogue	
	Day 3	Purdy et al. (2016) Listening is...Five personal worlds of listening: An auto-ethnographic approach	
6	Day 1		Quiz 1
	Day 2	<i>Fieldwork: Embodied Listening</i>	
	Day 3	<i>Fieldwork: Embodied Listening</i>	Submit Fieldwork Notes
UNIT 2: Listening, Culture, and Difference			
7	Day 1 <i>Rhetorical Listening</i>	Tompkins (2009) Rhetorical listening and moral sensitivity	

	Day 2	Ratcliffe (1999) Rhetorical listening: A trope for interpretive invention and a “code of cross-cultural conduct”	
	Day 3	Peake (2012) Listening, Language, and Colonialism on Main Street, Gibraltar	
8	Day 1 <i>Relational Listening</i>	Brownell (2010) Skills of Listening-Centered Communication	
	Day 2	Koskinen and Lindstrom (2013) Listening to the Otherness of the Other: Envisioning Listening based on a Hermeneutic Reading of Levinas	
	Day 3	Bond (2017) Listening across Technologies	
9	Day 1 <i>Listening Styles</i>	Weaver and Kirtley (1995) Listening styles and empathy	
	Day 2	Brownell (2008) Exploring the Strategic Ground for Listening Organizational Effectiveness	
	Day 3	Janusik and Imhof (2016) Intercultural Listening Measuring Listening Concepts with the LCI-R	
10	Day 1 <i>Listening & Difference</i>	Imhof (2017) Listening across Cultural Diversity	
	Day 2	Kimball and Garrison (1996) Hermeneutic Listening: An Approach to Understanding in Multicultural Conversations	
	Day 3	Zuniga et al. (2012) Engaged listening in race/ethnicity and gender intergroup dialogue courses	
11	Day 1		Quiz 2
UNIT 3: Practicing Engaged Listening			
	Day 2 <i>Responsive Questions</i>	Wise (2017) Ask Powerful Questions (Excerpt)	
	Day 3	Van Quaquebeke and Felps (2018) Respectful inquiry: A motivational account of leading through asking questions and listening	
12	Day 1 <i>Active and Empathic</i>	Gearhart and Bodie (2011) Active-Empathic Listening as a General Social Skill	
	Day 2	Floyd (2014) Empathic Listening as an Expression of Interpersonal Affection	
	Day 3 <i>Mindful and Dialogic</i>	Taraban et al. (2017) The effects of a mindful listening task on mind-wandering	
13	Day 1	Stewart, et al. (1995) Empathic and Dialogic Listening	
	Day 2 <i>Silence</i>	Acheson (2008) Silence as Gesture: Rethinking the Nature of Communicative Silences	
	Day 3	Ferguson (2002) Silence: A Politics	Submit Engaged Listening Plan
UNIT 4: The Politics and Ethics of Listening			
14	Day 1 <i>Politics of Listening</i>	Dreher (2010) Speaking up or being heard? Community media interventions and the politics of listening	
	Day 2	Dutta (2014) A culture-centered approach to listening: Voices of social change	
	Day 3	Kluger and Zaidel (2013) Are listeners perceived as leaders?	
15	Day 1 <i>Ethics of Listening</i>	Lipari (2009) Listening otherwise: The voice of ethics	
	Day 2	Rice (2011) Toward an Aristotelian Conception of Good Listening	

	Day 3	Beard (2009) A Broader Understanding of the Ethics of Listening: Philosophy, Cultural Studies, Media Studies, and the Ethical Listening Subject	
	FINAL		Final Portfolio Submission

Readings Selected From:

- Acheson, K. (2008). Silence as gesture: Rethinking the nature of communicative silences. *Communication Theory*, 18, 535–555.
- Bassel, L. (2017). *The Politics of Listening: Possibilities and Challenges for Democratic Life*. UK: Palgrave Macmillan.
- Beall, M. L. (2010). Perspectives on intercultural listening. In *Listening and human communication in the 21st century* (pp. 225–238). West Sussex, United Kingdom: Blackwell Publishing Ltd.
- Beard, D. (2009). A broader understanding of the ethics of listening: Philosophy, cultural studies, media studies and the ethical listening subject. *The International Journal of Listening*, 23, 7–20.
- Bell, S. P. (2014). What does silence signify? Investigating the rhetoric of silence in *Berghuis v. Thompkins*. *Western Journal of Communication*, 78(2), 175–193.
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- Bodie, G. D. (2010). Treating listening ethically. *The International Journal of Listening*, 24, 185–188.
- Bodie, G. and Denham, J. (2017). Listening in(to) close relationships, in M.M. Stoltz, K.P. Sodowsky, and C.M. Cates (Eds.) *Listening across Lives* (pp.41-62). Dubuque, IA: Kendall Hunt Publishing.
- Bodie, G., Worthington, D., Imhof, M., & Cooper, L. (2008). What would a unified field of listening look like? A proposal linking past perspectives and future endeavors. *The International Journal of Listening*, 23, 103–122.
- Bond, C. (2017). Listening across technologies, in M.M. Stoltz, K.P. Sodowsky, and C.M. Cates (Eds.) *Listening Across Lives* (pp. 147-170). Dubuque, IA: Kendall Hunt Publishing.
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- Brownell, J. (2008). Exploring the strategic ground for listening and organizational effectiveness. *Scandinavian Journal of Hospitality and Tourism*, 8(3), 211–229.
- Brownell, J. (2010). The skills of listening-centered communication. In A. D. Wolvin (Ed.), *Listening and Human Communication in the 21st Century* (pp. 141–157). Malden, MA: Blackwell Publishing Ltd.
- Burleson, B. R. (2011). A constructivist approach to listening. *The International Journal of Listening*, 25, 27–46.
- Chapman, S. G. (2012). *The five keys to mindful communication: Using deep listening and mindful speech to strengthen relationships, Heal conflicts, and accomplish your goals*. Boston, MA: Shambhala Publications, Inc.
- Chesebro, J. L. (1999). The relationship between listening styles and conversational sensitivity. *Communication Research Reports*, 16, 233–238.
- Dragojevic, M., & Giles, H. (2016). I don’t like you because you’re hard to understand: The role of processing fluency in the language attitudes process. *Human Communication Research*, 42(3), 396–420.
- Dreher, T. (2010). "Speaking up or being heard? Community media interventions and politics." *Media Culture & Society*, 32(1), 85-103.
- Dutta, M.J. (2014). "A culture-centered approach to listening: Voice and social change. *The International Journal of Listening*, (28), 67-81.
- Ferguson, K. (2002). Silence: A politics. *Contemporary Political Theory*, 1, 1–17.
- Fittipaldi, B. (1993). New listening: Key to organizational transformation. In P. Barrentine (Ed.), *When the canary stops singing* (pp. 223–236). San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Fiumara, G. C. (1990). *The other side of language: A philosophy of listening*. New York: Routledge.

- Floyd, J.J. (2014). Empathic listening as an expression of interpersonal affection. *The International Journal of Listening* (28) 1-12.
- Floyd, J. J. (2010). Listening: A dialogic perspective. In *Listening and human communication in the 21st century* (pp. 127–157). West Sussex, United Kingdom: Blackwell Publishing Ltd.
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<https://doi.org/10.1080/01062301.1998.10592676>
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- Glenn, C., & Ratcliffe, K. (Eds.). (2011). *Silence and listening as rhetorical arts*. Carbondale, IL: Southern Illinois University Press.
- Gordon, M. (2011). Listening as embracing the other: Martin Buber's philosophy of dialogue. *Educational Theory*, 61(3), 207–219.
- Haroutunian-Gordon, S. (2011). Plato's philosophy of listening. *Educational Theory*, 61(2), 125–139.
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