

**Professor:** Dr. Elizabeth Parks  
**Email:** Elizabeth.Parks@colostate.edu

**Office Hours:** I teach because I want to facilitate your learning! To arrange an appointment during my scheduled office hours, please email me and we'll set up a time to chat via Microsoft Teams or Zoom. I am committed to responding to your emails in a timely manner (in 24-48 hours during the weekdays). If you don't hear from me, please do email again as I may not have received it.

**Required Text:** Wise, W. 2017. *Ask Powerful Questions: Create Conversations that Matter*. Highland Park, IL: Round Table Companies.

**Course Description and Overview:** Applied communication skills in specific contexts. Develops deeper understanding about and practical skills in interpersonal listening to increase understanding and creatively help others in relationships that matter.

**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 the importance of listening
2. Outline significant obstacles that prevent effective listening
3. Classify different styles and types of listening
4. Examine listening behaviors in diverse listening contexts
5. Compare and improve effective nonverbal and verbal listening behaviors in diverse contexts
6. Assess diverse listening values and generate a personalized listening code of ethics

### CLASSROOM EXPECTATIONS

**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.

This class is a collaborative effort, depending as much on your input as my preparation. With that in mind, 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.

**Recording Statement:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor. Students with approved

accommodations from the Office of Disability Resources permitting the recording of class meetings must present the accommodation letter to the instructor in advance of any recording being done and it can solely be used for private/personal use. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of community guidelines, as students who appear in the recording must be willing to be recorded, provide informed consent. Recording relates to FERPA and student privacy (and therefore legal) issues.

**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.

## GRADING

**Homework:** For every 1 credit class, the expectation is that you will spend an average of 2 hours of work per week outside of class for each contact hour. This class is front-loaded for 10 weeks, so please plan 3.5 hours into your schedule of weekly homework outside of class-time in order to be successful.

**Assignments and Grading:** This course is based on several modules that you must complete at A/B quality in order to earn credit for that module (i.e., turning in “D” or “C” quality work won’t earn a “D” or “C” grade in this course; it will earn you no credit and lead to failing the course entirely.) *Bottom line: Quality over Quantity.*

**How to Earn a D:** Active participation in class discussion and completion of in-class activities is required to pass the class. By attending class and thoughtfully completing 7 of the 10 in-class activities and by doing the reading and completing 7 of 9 reading reflections at A/B quality work, you will earn a D. There is no attendance grade, but if you are not in-class at the time of the in-class activity, those points cannot be earned. Reading reflections must be completed before the class in which we are discussing it, and no late reflections will be accepted. If your goal is to earn a D, then you are done and do not need to read this section! If you want to earn a C, B, or A, the choice is yours.

**How to Earn a C/B/A:** There are three outside-class projects focused on different aspects of listening and each one that you complete at A/B quality improves your final course grade by one letter grade. In other words, successfully complete one project for a C, two for a B, and three for an A.

Project 1: Listening Interview. Explore the importance of good listening in your planned or chosen profession or a relationship that is important to you. Interview, in person or over the phone, at least two people. Include at least 6 questions. Sample Question: “What specific listening skills does a person holding your position need to have?” Report your findings in a 3-page double-spaced typed paper.

Project 2: Listening Observations. Observe two different 15-minute events of interpersonal listening. Isolate and record examples of poor and good listening, self or other. Identify what was done and why it was competent. Reflect on your frame of reference – how is your standpoint impacting your perception of poor/good listening? Report your findings in a 3-page double-spaced typed paper.

Project 3: Listening in Media. Analyze a media episode (TV, movie, internet clip) that involves interpersonal listening. Using class terminology, identify examples of ineffective and effective listening. Based on these listening practices, identify possible causes and how this might impact future communication in their relationships. Report your findings in a 3-page double-spaced typed paper.

**Grade minus/straight/plus:** To affect whether or not you earn a “minus,” “straight,” or “plus” final grade – the following will be considered. To move from a “minus” to a “straight” grade, you must engage in a listening event with

someone from a different standpoint than you and write/present a reflection about your experience using what you learned in class. If you want to pursue this option, contact me for further directions and deadlines. To move from a "straight" to a "plus" depends on your engagement with this course and whether I found it truly exceptional.

**Make-up and Late Assignment Policy:** No late assignments are accepted except under the most extreme cases.

**Grade Appeal:** If you need a clarification, please do come talk to me. If I have made a math error, 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 need to set up a meeting with me during office hours to discuss it. You have no further right to appeal if you fail to appear at this scheduled meeting. In appealing, you are requesting that I re-evaluate the work under question in its entirety.

Day and Topic	Homework Before Class	Graded Item Details
Day 1 <i>Introductions</i>	Syllabus and Course Website	In-Class Activity 1
Day 2 <i>Goals and Intention</i>	Read: Wise Chapter 1 (pp. 2-25) Watch: Headlee (2015) 10 ways to have a better conversation	In-Class Activity 2 Reading Reflection 1
Day 3 <i>Cognition and Rapport</i>	Read: Wise Chapter 2 (pp. 27-50) Watch: Spanberger (2019) How to connect with people who are different than you	In-Class Activity 3 Reading Reflection 2
Day 4 <i>Openness and Noise</i>	Read: Wise Chapter 2 (pp. 51-74) Watch: Isay (2003) Everyone around you has a story the world needs to hear	In-Class Activity 4 Reading Reflection 3
Day 5 <i>Listening Behaviors</i>	Read: Wise Chapter 3 (pp. 77-113) Watch: Zadeh (2018) Are there universal expressions of emotion?	In-Class Activity 5 Reading Reflection 4
<i>Project 1 Due: By end of week</i>		
Day 6 <i>Defining Listening</i>	Read: Wise Chapter 4 (pp. 115-146) Watch: Brown (2010) The power of vulnerability	In-Class Activity 6 Reading Reflection 5
Day 7 <i>Listening Styles</i>	Read: Wise Chapter 5 (pp. 149-195) Watch: Treasure (2011) 5 ways to listen better	In-Class Activity 7 Reading Reflection 6
Day 8 <i>Listening and Culture</i>	Read: Wise Chapter 6 (pp.198-208) Watch: Wood (2018) Why it's worth listening to people you disagree with	In-Class Activity 8 Reading Reflection 7
<i>Project 2 Due: By end of week</i>		
Day 9 <i>Listening and Difference</i>	Read: Wise Chapter 6 (pp. 209-222) Watch: Kim (2015) The enchanting music of sign language Watch: Smith (2014) The danger of silence	In-Class Activity 9 Reading Reflection 8
Day 10 <i>Power of Listening</i>	Read: Wise Chapter 6 (pp. 223-244) Watch: Ury (2015) The power of listening	In-Class Activity 10 Reading Reflection 9
<i>Project 3 Due: By end of week</i> <i>"Half-Grade Bump" Project Due: By end of week</i>		

### TedTalk Homework Videos:

Headlee (2015) 10 ways to have a better conversation

[https://www.ted.com/talks/celeste\\_headlee\\_10\\_ways\\_to\\_have\\_a\\_better\\_conversation](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation)

Spanberger (2019) How to connect with people who are different than you

[https://www.ted.com/talks/abigail\\_spanberger\\_how\\_to\\_connect\\_with\\_people\\_who\\_are\\_different\\_than\\_you](https://www.ted.com/talks/abigail_spanberger_how_to_connect_with_people_who_are_different_than_you)

Isay (2003) Everyone around you has a story the world needs to hear

[https://www.youtube.com/watch?v=QKHk\\_UiQboA](https://www.youtube.com/watch?v=QKHk_UiQboA)

Zadeh (2018) Are there universal expressions of emotion?

<https://www.youtube.com/watch?v=-hr58Yu0yDs>

Brown (2010) The power of vulnerability

[https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability)

Treasure (2011) 5 ways to listen better

[https://www.ted.com/talks/julian\\_treasure\\_5\\_ways\\_to\\_listen\\_better](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better)

Wood (2018) Why it's worth listening to people you disagree with

[https://www.ted.com/talks/zachary\\_r\\_wood\\_why\\_it\\_s\\_worth\\_listening\\_to\\_people\\_you\\_disagree\\_with](https://www.ted.com/talks/zachary_r_wood_why_it_s_worth_listening_to_people_you_disagree_with)

Kim (2015) The enchanting music of sign language

[https://www.ted.com/talks/christine\\_sun\\_kim\\_the\\_enchanting\\_music\\_of\\_sign\\_language](https://www.ted.com/talks/christine_sun_kim_the_enchanting_music_of_sign_language)

Smith (2014) The danger of silence

<https://www.youtube.com/watch?v=NiKtZglmdlY>

Ury (2015) The power of listening

<https://www.youtube.com/watch?v=saXfavo1OQo>