



## Course syllabus

Faculty of Arts and Humanities

Department of Media and Journalism

1MK177 Lyssnande och kommunikation, 7,5 högskolepoäng

Listening and communication, 7.5 credits

### **Main field of study**

Media and Communication

### **Subject Group**

Media and Communication Studies

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2019-06-28

The course syllabus is valid from spring semester 2020

### **Prerequisites**

General entry requirements for university studies.

## Objectives

After completing the course, the students should be able to:

1. account for and apply knowledge of established types of listening in a description of what happens in a communication situation,
2. account for and apply knowledge of central parts and concepts in a model of the listening process in order to describe parts of the process of an interpersonal communication context,
3. account for perspectives on listening,
4. account for and analyse possibilities and challenges related to listening in various communication contexts and suggest ways to handle these, on the basis of established academic knowledge.

## Content

This course includes a brief introduction to the basic parts and contexts of communication and listening. The course also discusses central parts of the listening process and categories to describe the focus of listening, as well as the conditions of listening from various perspectives.

## Type of Instruction

The teaching is distance-based and carried out on an online learning platform. Information on course content and instructions on examinations are available on the online learning platform. Here students also have the opportunity to communicate in writing with teachers and other students. Teaching is delivered in the form of written information and short recordings. The course also includes optional seminars through the online meeting tool used by the university. These seminars will be scheduled. In order to

While meeting tools used by the university. These seminars will be scheduled. In order to participate in these seminars, the students must have access to a functional and updated computer, a stable internet connection, and a well-functioning microphone and sound. The student's independent work is an important part of the course.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

The course is examined through four individual written assignments according to the following:

- Types of listening, 1 credit
- The listening process, 2 credits
- Perspectives on listening, 1 credit
- Listening challenges, 3.5 credits

The examinations of types of listening, the listening process and perspectives on listening are assessed with the grades Fail or Pass. The examination of listening challenges is assessed with the grades Fail, Pass or Pass with Distinction, and this assignment thereby decides the student's final grade in the entire course.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

## Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

## Required Reading and Additional Study Material

### Required Reading

Beard, D. (2009) A Broader Understanding of the Ethics of Listening: Philosophy, Cultural Studies, Media Studies and the Ethical Listening Subject. In: *The International Journal of Listening*, 23:1, 7–20, DOI: 10.1080/10904010802591771. 14 p.

Beard, D. (2010) Manifesting the Ethics of Listening: Forum Introduction. In: *The International Journal of Listening*, 24:3, 164–165, DOI: 10.1080/10904018.2010.508689. 2 p.

Bodie, G. D. (2010) Treating Listening Ethically. In: *The International Journal of Listening*, 24:3, 185–188, DOI: 10.1080/10904018.2010.513666. 4 p.

Bodie, G. D., Worthington, D. L. & Gearhart, C. C. (2013) The Listening Styles Profile-Revised (LSP-R): A Scale Revision and Evidence for Validity. In: *Communication Quarterly*, 61:1, 72–90, DOI: 10.1080/01463373.2012.720343. 18 p.

Brownell, L. (2017) *Listening*. (e-book) Taylor & Francis. 430 p.

Brownell, J. (2008) Exploring the Strategic Ground for Listening and Organizational Effectiveness. In: *Scandinavian Journal of Hospitality and Tourism*, 8:3, 211–229, DOI: 10.1080/15022250802305295. 19 p.

Hargie, O. (2011) *Skilled Interpersonal Communication: Research, Theory and Practice*. (6th ed.) NY: Routledge. Chap 1 – The Features of Interpersonal Communication, Chap 2 – A Conceptual Model of Skilled Interpersonal Communication and Chap 7 – Paying Attention to Others: The Skill of Listening. 72 p.

Imhof, M. (2003) The Social Construction of the Listener: Listening Behavior Across Situations, Perceived Listener Status, and Cultures. In: *Communication Research Reports*, 20:4, 357–366, DOI: 10.1080/08824090309388835. 9 p.

Keaton, S. & Worthington, D. L. (2018) Listening in Mediated Contexts: Introduction to a Special Issue. In: *International Journal of Listening*, 32:2, 65–68, DOI: 10.1080/10904018.2018.1439750. 4 p.

Lacey, K. (2011) Listening Overlooked An Audit of Listening as a Category in the Public Sphere. In: *Javnost – The Public*, Vol 18:4. pp. 5–20. 16 p.

Lipari, L. (2010) Listening, Thinking, Being. In: *Communication Theory*, 20:3, pp. 348–362, <https://doi-org.proxy.lnu.se/10.1111/j.1468-2885.2010.01366.x>. 14 p.

Maben, S.K. & Gearhart, C.C. (2018) Organizational Social Media Accounts: Moving Toward Listening Competency. In: *International Journal of Listening*, 32:2, 101–114, DOI: 10.1080/10904018.2017.1330658. 14 p.

Macnamara, J. (2018) Toward a Theory and Practice of Organizational Listening. In: *International Journal of Listening*, 32:1, 1–23, DOI: 10.1080/10904018.2017.1375076. 23 p.

Stewart, M.C. & Arnold, C.L. (2018) Defining Social Listening: Recognizing an Emerging Dimension of Listening. In: *International Journal of Listening*, 32:2, 85–100, DOI: 10.1080/10904018.2017.1330656. 16 p.

Vickery, A.J. (2018) “Listening Enables Me to Connect with Others”: Exploring College Students’ (Mediated) Listening Metaphors. In: *International Journal of Listening*, 32:2, 69–84, DOI: 10.1080/10904018.2018.1427587. 16 p.

Wolvin, A. D. (2009) Chapter 16: Listening, Understanding, and Misunderstanding. In: *21st Century Communication: A Reference Handbook*. Ed. William F. Eadie. 9 p.

Wolvin, Andrew D (2010) *Listening and Human Communication in the 21st Century*. Wiley-Blackwell. 299 p.