

Horizon Seminar: Listening Experience (PSYC 5085)

Graduate Students (MA)

Session 1: May 10- May 28 – 100% online

Syllabus

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Course Description

Listening is “the other side of language”, a side we usually do not think of when conceptualizing and researching language activity (speaking-listening of and to others). On the grounds of a holistic and dialogic notion of language (Bertau, 2014a, b, c), I propose to look closely at listening as the necessary complement to speaking. This will lead us to question the idea of the passive, simply receptive and receiving listener, and to develop a more active and dialogical idea of listening.

We will read texts from communication, developmental psychology, and from language psychology in order to explore the breadth and crucial importance of listening. In several self-experiences and reflections, we will also explore our own listening – to silence, to pauses in dialogues, to pauses structuring our common activities and our relationships.

Course Objectives

- **Knowledge about different notions of language, including a dialogic approach as alternative to prevalent information-centered model**
 - *Objective:* Demonstrate understanding of different perspective and critical thinking about language in psychology.
 - *Measurement:* lesson quizzes, and cumulative test.
- **Understanding of the core notions of Language, Communication, Listening and Speaking**
 - *Objective:* Demonstrate conceptual level of understanding as well as content-oriented understanding.
 - *Measurement:* Reflection Papers 2 and 3; lesson quizzes, and cumulative test.
- **Experienced-based understanding about the own approach to listening**
 - *Objective:* Demonstrate critical reflection about how knowledge about scientific topics are interacting with culturally shaped practices.
 - *Measurement:* The Reflection Papers 1, 2, 5, 6; lesson quizzes, and cumulative test.

- **Familiarity with reading of academic texts**
 - *Objective:* Demonstrate analytical reading skills and understanding of academic genre “research article”.
 - *Measurement:* lesson quizzes, and cumulative test.
- **Practicing writing an academic text based on analyses of assigned academic papers**
 - *Objective:* Demonstrate summarizing the relevant aspects of an article and using it in a thorough analysis of material, making further usage of another article (as given by instructions); demonstrate formal and written language skills in academic paper genre, including knowledge of APA format.
 - *Measurement:* Discussion Paper *Voices and Silences in Psychotherapy*

Required Texts

This course uses exclusively academic journal articles and contributions. This **reading material has to be read in addition to the slide presentations, the LESSONS**. All reading material are provided as PDFs and made available in the LIBRARY on Course Den.

In addition, there are so called Reading Scaffolds to each reading. These reading scaffolds are a series of questions leading you through the text in order to focus you on the relevant points and to facilitate your understanding. Each scaffold has two versions: the questions only, and the questions and the answers so you can check your understanding. So for the readings, you will always take a reading with its respective readings scaffold. Please go to the LIBRARY and read the notice How to Use the LIBRARY, I explain there, too.

The material for the Discussion Paper is also located in the LIBRARY: Weisman (1955) and Ephratt (2008). The chapter by Graff (2014) is supporting the summarizing task required as first step.

Teaching and Learning Philosophy

My philosophy of teaching and learning is based in the principle of **teaching that offers material to learning**, which is coupled on the side of the student with **responsible learning**.

Responsible learning is done with a **commitment to one’s own development**; it is organized by the *constraint* of being graded but also by the *freedom* to navigate the material offered by the teacher according to one’s interests.

Therefore, **it is your decision** how much, how deep, and how precisely you read the material. **It is your learning. Commit yourself to it.** The reading questions I provide intend to help and enhance your reading and understanding process. If you take them, you will get a different learning experience than if you don’t.

In the same sense, it is your decision to take immediately the sheet with the answers to the reading questions, or to try to find out yourself what the answer might be. **You are the one who shapes your learning process and its outcomes.**

Another important principle is that we learn better, when we talk about what we learn, what we find puzzling, interesting etc. This is the principle of **dialogic learning**. Therefore, I have no closed-book quizzes, and I would even appreciate you to take the quizzes with a friend, discuss the

questions and find the answers together. You can do this similarly with the readings, looking together at the questions. This embodies the principle of dialogical learning.

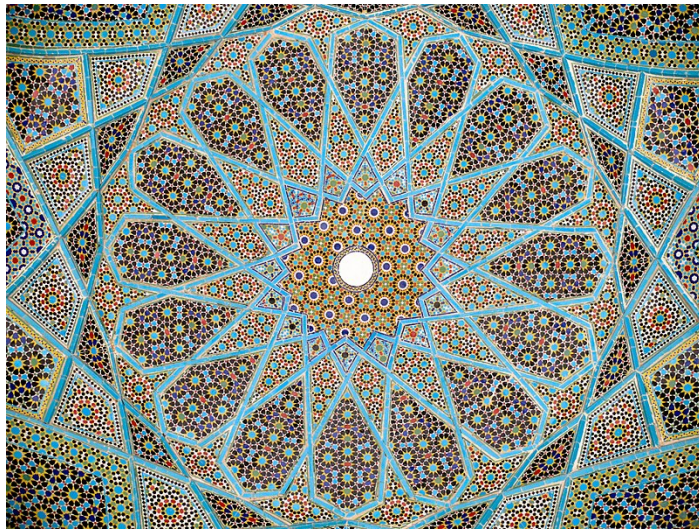
These principles provide you with responsibility in taking decisions how to do the reading work. **The more you attend to the reading** in terms of taking your time, being in a calm and non-distractive environment, focused reading, looking up for unknown words, talking/thinking about the material, going thoughtfully through the questions to the readings – **the better will your learning outcome be**. The quizzes you take for each lesson will provide me only with one kind of measurement, the biggest part is for you: You will be the one to know what you have learned at the end of the course.

The quizzes will include questions to the slides as well as to the readings. The same is for the Cumulative test at the end of class.

The **Reflection Papers and Discussion Posts** are an important element to your learning experience. They allow you to deepen and affirm your understanding, for yourself as well as in a shared dialogic space.

Further, the experiential part of the class given by the three **Listening Experiences** are a means to support your understanding of the subject topic from your first-person perspective.

All these elements play together to form and shape the best learning experience and achievement possible in such a short time in an online class. Take each of these assignments as a facet to a mosaic that is **Your Learning**.



Mosaic. Iranian glazed ceramic tile work, from the ceiling of the Tomb of Hafez in Shiraz, Iran. Province of Fars. Source: https://en.wikipedia.org/wiki/File:Roof_hafez_tomb.jpg

The Optimal Way to Learn According to the Teaching and Learning Philosophy:

The optimal to learn is to simply follow the steps given by the schedule in the overview here provided, and also given at the start of each of the three weeks. I tried to provide time especially for the Listening Experiences and the Reflection Papers.

Following the steps given by the schedule, you will first go to the LESSON, then to the reading with its scaffold, possibly go back to the lesson slides, and then complete the quiz to the lesson. Almost each quiz includes questions from the lesson and from the reading(s).

You might chose a different pace, but be mindful about the order of the lessons, readings, and listening experiences, and discussions. They all build each other up, see the mosaic idea!

Each week opens with all the elements, and they stay open. The only exception is the Cumulative Test: this opens May 22 and is to be completed May 28.

Course Material

- Presentation slides: **LESSON 1-7**
- Reading: a text or article, often only extracts (exactly given) (supplied in the **LIBRARY**)
- Reading Scaffold - questions (and answers) to readings. Also supplied in the **LIBRARY**, submodule **Reading SCAFFOLDS**.
- **Listening Experiences 1-3**: instructions to each is given in the module within its week. For Listening Experience 2 and 3 you will need a transcript: this is included the LIBRARY.
- **Reflection Papers RP1-6**: instructions to each of the papers given in the module.
- **Discussion Posts 1-3**: instructions to each are given in the module within its week
- **Discussion Paper**: instructions given below as well as in the module starting Week 2.

Support to Learning and Understanding

Reading SCAFFOLDS: Each reading comes along with a Reading Scaffold that includes:

- If necessary, a brief introduction to the subject topic of the text.
- Questions to the reading that should be answered *during the reading*. These questions help the students in their reading and understanding process.
- Answers to the reading. Note that it is your decision to take immediately the sheet with the answers to the reading questions, or to try to find out yourself what the answer might be

All reading scaffolds are available in the **LIBRARY sub-module Reading SCAFFOLDS**.

Course Requirements:

- **Examinations**

Students will be tested to the 8 topics delivered through 7 lessons plus one reading without a lesson (reading Clark 2005) by lesson quizzes, a cumulative test, the six reflection journals, the three discussion posts, and the discussion paper:

1. **Lesson quiz** after each complete lesson, that is, slides and reading(s) to the lesson; the eight quizzes is open-book and open notes, it can be taken two times within a defined time frame. (5 questions to 10 pts each. Quizzes total points: 80 pts.)
2. **Cumulative test** at the end of the course about the content given in the SUMMARY LESSON including the readings. The test is also open-book and open notes and it can also be taken two times within a defined time frame. (20 questions to 10 pts each. Cumulative test total points: 200 pts.)

As said in my Teaching and Learning Philosophy, you might take the quiz together with a friend. Or you might prefer to do it on your own, to test yourself. This is your decision, it will not be known by me. However, when you decide, be mindful: The way you learn and the way you take tests have different effect on the outcomes. Further details on this: see Teaching and Learning Philosophy.

3. **Discussion Posts.** Each is worth 30 points, total 90 points. You have to provide an original contribution and add two replies.
4. **Reflection Papers.** Each paper is worth 40 pts. Total points of Reflection Papers: 240 pts. Instructions to be found in each Reflection Paper.
5. **Discussion Paper.** The paper is worth 200 points, the grading rubric is given below with the information.

Information to Reflection Papers, Discussion Posts, and Discussion Paper

- **Reflection Papers**

All Reflection Journals have two aims. **First**, they lead to a reflection about students' own language and psychological experience. **Second**, they link this personal experience to notions elaborated in the specific lessons of a topic in a week. The students are asked to take their mindful experience of listening to an analysis of a stretch of conversation provided. In this way, students can move from a personal experience to application and more general and abstract, conceptual notion used in science.

#1: Reflecting the Sound Walk Experience. This RP1 is tied into Listening Experience 1. Take the notes you took shortly after **Listening Experience 1**. More instructions available in the module to that Paper.

#2: My Listening Practices

This paper is about your own practices tied into listening. Imagine an average day of your life and reflect the following aspects. More instructions available in the module to that Paper.

#3: Apply the Listening Guide to "Therapy Session" in Jay-z and Dean Baquet interview

Link to video: <https://www.nytimes.com/video/t-magazine/10000005574909/jayz-interview.html>

Material: the transcription is available in the Library. Reading Gilligan (2015), reading scaffold to Gilligan (2015). Further instruction in the module to this paper.

#4: Dean Baquet's "uhs"

Link to video: <https://www.nytimes.com/video/t-magazine/100000005574909/jayz-interview.html>

Material: the transcription is available in the Library. Reading Duncan (1974) and Lesson 6. Further instruction in the module to this paper.

#5: Experiencing (Standing?) Silence

Please reflect on your experience of silence in a broad sense. More instructions available in the module to that Paper.

#6: What changed for me?

Detailed instructions in the module to this paper.

Format of Reflection Papers.

All Reflection Papers have to have the following format:

1.5 page in 12pt, 1.5 line-spacing, Times New Roman.

Mandatory at the top of the paper in ONE line:

Last name, Listening Summer 2019, Reflection Paper #: Title.

Grading Rubric for the Reflection Journals

When grading your entries, I will be looking for evidence of:

- | | |
|--|--------|
| 1) Thoughtful and thorough engagement with the subject | 10 pts |
| 2) Clear arguments, critical thinking and analysis | 10 pts |
| 3) Timely submission and Formal correctness
(spelling, phrasing, references in case there are some) | 10 pts |
| 4) Respecting layout requests | 10 pts |

- **Discussion Posts**

1-5/10 Discussion Post 1: What do you think about listening?

You are just starting this class on listening. I am curious about your starting point. Further questions and prompts in the module to Discussion Post 1.

You will post one original contribution and 2 replies of at least 5 words each.

8-05/17 Discussion Post 2: How do you experience the visual dominance of our culture?

Lesson 4 talks about the dominance of the eye over the ear in Western culture. I wonder how you understand and experience both these senses in your life. Further questions and prompts in the module to Discussion Post 1.

You will post one original contribution and 2 replies of at least 5 words each.

13-05/22 Discussion Post 3: Sharing your experience of silence (follow-up of RP4).

Lesson 6 turns to silence and explores its communicative meanings. Taking a broader view, Reflection Paper RP4 asked you to reflect on your experience of silence, within communication as well as in general (with others outside of communication, alone). Further questions and prompts in the module to Discussion Post 1.

You will post one original contribution and 2 replies of at least 5 words each.

- **Discussion Paper *Voices and Silences in Psychotherapy***

Avery Weisman's article *Silence and Psychotherapy* (1955) is an interesting piece for psychologists turning towards silence as moment of speech – even if you are not and do not intend to be a psychotherapist, it is useful to think about the topic.

Please read the article carefully. Weisman addresses first forms of communication in psychiatric treatment, then silence in two sections. The article closes with extensive case material.

Your task:

First, please summarize the article's main part (pp. 241-250) by highlighting the most important information (such as the thesis and core ideas in the sections); follow Weisman's argumentation, explain it to the reader. I have uploaded a chapter from *I Say, They Say* into the Library that should help you to construct a good summary (Graff, 2014).

Second, choose one of the cases and try to relate the client's silences to the 6 functions of silence as given in Ephratt (2008), who follows Jakobson's Model of Communication (lesson 7). Your aim is to check whether we can describe the silences appearing in the clients with Ephratt's system according to the 6 functions. Lesson 7 addresses Jakobson's model of communication in detail so to better understand Ephratt's work on the communicative functions of silence; this lesson will be accessible in Week 3, but you will start working on the summary, and you might already start working on the analysis with Ephratt from week 2 on.

Due date: May 28, 11:30 pm.

Requirements:

Write 5 pages, where you have: 1 cover page and 1 reference page. Use APA format for any citation and the references. Use Times New Roman, 1.5 line spacing, 12 pt.

Cover page: your name, class, date, title of paper.

Grading rubric:

- | | |
|--|---------|
| 1) Timely submission | 20 pts. |
| 2) Formal correctness: language (spelling, phrasing) | 40 pts. |
| 3) Formal correctness: references, quotes | 40 pts. |
| 4) Argumentation: clear and understandable | 60 pts. |
| 5) Structure: | 40 pts. |
- Introduction (introducing your subject, give the context, i.e. which of Vygotsky's work, when written etc.) – main part (you might have several paragraphs, as needed) – conclusion – references (APA style)

Please label the introduction **Introduction**, give each of the paragraphs in the main part an own title, and label the conclusion **Conclusion**.

Sum 200 pts.

Overall Grading of the Course

• Five Modules Making up Your Grade:

- | | |
|------------------------|------------------------|
| 1. 8 Lesson Quizzes | 10 pts each, total 80 |
| 2. 1 Cumulative Test | 200 pts |
| 3. 3 Discussion Posts | 30 pts each, total 90 |
| 4. 6 Reflection Papers | 40 pts each, total 240 |
| 5. 1 Discussion Paper | 200 pts |
-

Total = 810 pts

• Grade Scale

A = 729 - 810
B = 648 - 728
C = 567 - 647
D = 485 - 566
F = 0 - 484

Course Schedule

The schedule below is designed for optimal pacing through the 7 lessons of this course

The optimal way of pacing is described in the section [The Optimal Way to Learn According to the Teaching and Learning Philosophy](#). However, some flexibility has been built into the schedule to accommodate students' different preferences and paces of learning. I will open the lessons and quizzes for a week at the first day of that week: Week 1 opens May 10; Week 2 opens May 13; Week 3 opens May 20. All weeks opened will stay open throughout the course.

All quizzes, discussion posts and reflection papers are due on the Sunday of that week.

Please be judicious about your pacing, know your own way of working and your pace of reading, and maximize your opportunity to a good and successful learning experience in the course. It is your responsibility to complete all assignments and to do this according to the deadlines.

Schedule see next page!!!

**A colored Version first to make the different assignments visible,
then without colors to print out.**

Summer 2019 - Session I: 5085 (MA) Listening – Dr. M.-C. Bertau

1-05/10 -----Introduction and Orientation. **DISCUSSION POST 1**

2-05/11 ----- **Listening Experience 1: Sound Walk**

3-05/12 ----- **Reflection Paper RP1 to Sound Walk**

ALL ASSIGNMENTS OF WEEK 1 DUE BY 11:59

4-05/13 -----Basics: Physiology of the ear LESSON 1 + QUIZ 1
1 Rogers and Roethlisberger (2000) + Defining listening LESSON 2 + QUIZ 2

5-05/14 -----Early listening (1): 2 DeCasper & Fifer (1980)
3 Ockleford et al. (1988) } LESSON 3 + QUIZ 3
6-05/15 -----Early listening (2): 4 Fernald (1985)
5 Mampe et al. (2009) }

7-05/16 ----- **Reflection Paper RP2 My Listening Practices**

8-05/17 -----Western Cultures: Dominance of the Eye
and Critique of the transmission model of
communication: 6 Linell (2009) **DISCUSSION POST 2** LESSON 4 + QUIZ 4

9-05/18 -----Listening to a speaker’s voice in a conversation
7 Gilligan (2015) LESSON 5 + QUIZ 5

10-05/19 ----- **Listening Experience 2: Jay-Z’s voice**
+ **Reflection Paper RP3 Apply Listening Guide MA: Voices and Silences in Psychotherapy**

ALL ASSIGNMENTS OF WEEK 2 DUE BY 11:59

11-05/20 -----Listening in a dialogue (1): 8 Duncan (1974) LESSON 6 + QUIZ 6
Listening Experience 3: Dean Baquet’s “uhu’s”
Reflection Paper RP4 - Transcription of short passage

12-05/21 -----Listening in an dialogue (2): Silence – 9 Ephratt (2008) LESSON 7 + QUIZ 7

13-05/22 ----- **Reflection Paper RP5 – Experiencing (Standing?) Silence** SUMMARY LESSON
(AVAILABLE)
DISCUSSION POST 3

14-05/23 -----Listening to children: 10 Clark (2005) QUIZ 8

15-05/24 ----- **Reflection Paper RP6** SUMMARY LESSON
Looking at Discussion Post 1: What changed for me
CUMMULATIVE CLOSING TEST - DUE 05/28

16-05/25 ----- **OPTIONAL DISCUSSION POST 4**

ALL ASSIGNMENTS OF WEEK 3 DUE BY 05/24 11:59 EXCEPT FOR CLOSING TEST DUE: 05/28

Summer 2019 - Session I: 5085 (MA) Listening – Dr. M.-C. Bertau

1-05/10 -----Introduction and Orientation. **DISCUSSION POST 1**

2-05/11-----*Listening Experience 1: Sound Walk*

3-05/12-----*Reflection Paper RP1 to Sound Walk*

ALL ASSIGNMENTS OF WEEK 1 DUE BY 11:59

4-05/13-----Basics: Physiology of the ear
1 Rogers and Roethlisberger (2000) + Defining listening

LESSON 1 + QUIZ 1
LESSON 2 + QUIZ 2

5-05/14-----Early listening (1): 2 DeCasper & Fifer (1980)
3 Ockleford et al. (1988)

6-05/15-----Early listening (2): 4 Fernald (1985)
5 Mampe et al. (2009)

LESSON 3 + QUIZ 3

7-05/16-----*Reflection Paper RP2 My Listening Practices*

8-05/17-----Western Cultures: Dominance of the Eye
and Critique of the transmission model of
communication: 6 Linell (2009) **DISCUSSION POST 2**

LESSON 4 + QUIZ 4

9-05/18-----Listening to a speaker’s voice in a conversation
7 Gilligan (2015)

LESSON 5 + QUIZ 5

10-05/19-----*Listening Experience 2: Jay-Z’s voice*
+ *Reflection Paper RP3 Apply Listening Guide - MA: Voices and Silences in Psychotherapy*

ALL ASSIGNMENTS OF WEEK 2 DUE BY 11:59

11-05/20-----Listening in a dialogue (1): 8 Duncan (1974)
Listening Experience 3: Dean Baquet’s “uhu’s”
Reflection Paper RP4 - Transcription of short passage

LESSON 6 + QUIZ 6

12-05/21-----Listening in an dialogue (2): Silence – 9 Ephratt (2008)

LESSON 7 + QUIZ 7

13-05/22-----*Reflection Paper RP5 – Experiencing (Standing?) Silence*
DISCUSSION POST 3

**SUMMARY LESSON
(AVAILABLE)**

14-05/23-----Listening to children: 10 Clark (2005)

QUIZ 8

15-05/24-----*Reflection Paper RP6*
Looking at Discussion Post 1: What changed for me
CUMMULATIVE CLOSING TEST - DUE 05/28

SUMMARY LESSON

16-05/25-----OPTIONAL DISCUSSION POST 4

ALL ASSIGNMENTS OF WEEK 3 DUE BY 05/24 11:59 EXCEPT FOR CLOSING TEST DUE: 05/28