

Campbell, R. (2011). The Power of the Listening Ear. *The English Journal*, 100(5), 66–70.
<http://www.jstor.org/stable/23047805>

This article presents the value of and methods for teaching active listening in a classroom setting. The author refers to recent research to show the value of active listening for students before and after schooling. This was published recently. This source comes from JSTOR.

Expert Opinion: “University of Colorado’s Conflict Information Consortium links active listening to conflict resolution.”

Statistic: 38 out of 51 government entities include listening skills as part of their English language arts standards.

Testimony, Expert Opinion, Statistic: The author surveyed fellow teachers, and found that fewer than half of their students are effective listeners.

Castleberry, S. B., & Shepherd, C. D. (1993). Effective Interpersonal Listening and Personal Selling. *The Journal of Personal Selling and Sales Management*, 13(1), 35–49.
<http://www.jstor.org/stable/20832494>

While a bit older, this article presents a unique primary source on listening. It presents a “cognitive process model of the interpersonal listening process.” The authors are expert communicators. The source is available through JSTOR.

Expert Opinion: Lapp is referenced to suggest that “the number one weakness for most salespeople [is listening].”

Expert Opinion: Spiro and Weitz are quoted to show that salesmen must be able to “collect information to facilitate the process of [making sales].”

Expert Opinion: Pease and Gschwandtner are quoted to promote the necessity of a salesman to be able to “decode” nonverbal cues.

Gallo, A. (2024, January 2). *What is active listening?*. Harvard Business Review.
<https://hbr.org/2024/01/what-is-active-listening>

This Harvard Business Review article provides possible defining features of active listening, and some of the effects of active listening, or the lack thereof, in an American workplace. The author presents example conversations to show the aspects of active listening in a few hypothetical scenarios. The author has written books on the subject of communication. This article was written this year, making it a very recent source of information. Harvard Business Review is a reputable publisher.

Expert Opinion: Robin Abrahams and Boris Groysberg are referenced to show the “lifetime endeavor” of improving active listening skills.

Expert Opinion: Rebecca Minehart, Benjamin Symon, and Laura Rock are brought in to describe listening “styles.”

Testimony: The author testifies to the improvement that her life has after her listening skills have improved from the practical advice provided in this article.

Thompson, K., Leintz, P., Nevers, B., & Witkowski, S. (2004). THE INTEGRATIVE LISTENING MODEL: AN APPROACH TO TEACHING AND LEARNING LISTENING. *The Journal of General Education*, 53(3/4), 225–246. <http://www.jstor.org/stable/27797993>

This article presents a model for teaching and learning listening. It asserts that listening is the receiving, construction of meaning from, and response to spoken and/or nonverbal messages. This model is quite recent, and even was taught in this course. This article was found on JSTOR.

Expert Opinion: The U.S. Department of Labor identified listening as an essential ability graduates must possess.

Expert Opinion: Multiple scholars are listed to support “students spend more time listening as a way to learn than they do using any of the other communication abilities.”

Expert Opinion: W. Cronon provides the following communication objectives for educated adults: “Educated people know how to pay attention – to others and to the world around them. They work hard to hear what other people say. They can follow an argument, trace logical reasoning, detect illogic, hear the emotions that lie behind both the logic and the illogic, and ultimately emphasize with the person who is feeling those emotions.”