

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas and your UWSP Email regularly for corrections or updates to the syllabus. Any changes will be clearly noted in a Canvas course announcement and/or through Email.

Course Information

3 cr. Introduction to and application of interviewing skills and strategies. Course offered Wednesdays from 9AM – noon, January 22 – March 15 (first 8 weeks of semester). Course has an online component, hosted in Canvas.

Instructor Information

Instructor: Dr. Rhonda Sprague

Office: CAC 208

Office Telephone: 715.346.2812 (office phone cannot receive text messages)

Email: rsprague@uwsp.edu or Rhonda.Sprague@uwsp.edu (preferred mode of contact)

Office Hours: My official office hours are Tuesdays from 1-2 and Thursdays from 10-11. However, I am here most days from 8-4. If you want to meet with me, please send me an email at least 24 hours in advance to make an appointment. You can send me an Email at any time, but please be sure it follows the guidelines below.

Instructor Contact Etiquette

I expect that you will communicate with me in a professional manner at all times. To that end, please attend to the following hints for engaging in professional communication with me (and all your university instructors):

<u>DO:</u>	<u>DO NOT...</u>
<ul style="list-style-type: none"> • Be polite. Say please when you ask for help and thank you when you receive it. • Be brief and clear. • Include an informative <i>subject line</i> in Emails. I will not even open emails without a subject specified. • Include a <i>salutation</i> (such as Dear Professor Sprague, Greetings, or Hello) and a <i>signature</i>. • Specify the <i>course and section</i> about which you are writing or calling. • Be patient. I should respond within 24 hours. 	<ul style="list-style-type: none"> • contact me to ask about something you could find out easily on your own (e.g., something on the syllabus, on the CANVAS site, or the like). • send Emails that read like text messages. Watch grammar, spelling, and formality. • make demands. Instead, <i>ask</i> for help. • send Email about anything complicated. Make arrangements to see me in person to discuss complicated issues. • put anything into an Email message that you would not be willing to say in person.

I know you are inundated with Email from around campus, but it is very important that you attend to Emails from me and your other instructors. Most of us are not going to send Emails containing superfluous information. At the start of each semester, it will be helpful for you to [set up a rule](#) in your UWSP Email account that filters Email from your instructors into a special folder that you check regularly. If you remember to change the names of your instructors in that folder every semester, you should never miss an important message.

Expected Instructor Response Times

1. I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours, please resend your email. At that point, you have my permission to add one of those obnoxious exclamation points to your message, to identify it as important to you.
2. I will attempt to grade submitted work within one week; however, longer written assignments may take me longer to read and evaluate.
*****If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.**

Course Learning Outcomes

Students successfully completing this course will be able to

1. Discuss common principles of interviewing;
2. Discuss methods of interview preparation;
3. Conduct common types of interviews from both the E and R sides; and
4. Recognize the ethical implications associated with interviewing others and being interviewed.

Learning Outcomes for the Communication Major (any emphasis)

By the time they complete all major requirements, students will have gained the following competencies:

1. communicate effectively using appropriate technologies for diverse audiences;*
2. plan, evaluate and conduct basic research;*
3. use appropriate theories to understand and solve problems;
4. apply historical perspectives to contemporary issues and practices; and
5. apply principles of ethical decision making in communication contexts.*

*Outcomes supported by this course. You should produce materials related to these learning outcomes in this course. Upload those materials into your ePortfolio space for use in your capstone course.

Text:

Stewart, C. J., & Cash, W. B. (2010). *Interviewing: Principles and practices*. (13th ed). Pick up in Text Rental. The Chapter 1, 7, and 8 readings are posted in Canvas.

Graded Assignments:

Syllabus Quiz (1% of course grade). You must attain a score of 100% on this quiz before the deadline to receive full credit for this portion of your grade.

Interviews (55% of course grade) will be conducted during and outside of class. Interview assignment descriptions can be found in Canvas. Students will play the roles of Interviewer, Interviewee, and Observer.

Online Quizzes and Activities (14% of course grade) will assess your knowledge of key concepts and issues.

Written Assignments (15% of course grade) require you to complete interview critiques for colleagues and a video interview assignment.

Final Exam (10% of course grade) will be a take-home activity designed to test your attention to detail and ability to apply course concepts to real-life(ish) experiences.

Class Participation (5% of course grade) is based solely upon my perception of your involvement during class.

Course Policies

Attendance Policy

Attendance is required. *Any unexcused absence will result in a 1/3 letter-grade deduction from your final grade* (for example, from a B+ to a B). Excused absences will be granted on a case-by-case basis, but may be given for reasons such as illness, family emergency, or truly hazardous weather conditions. *Unless circumstances completely prevent it, you must tell me you will be absent before the start of class to have any chance of being excused.*

Tardiness. Unless you have notified me about it ahead of time, you will be marked tardy if you arrive to class more than 5 minutes late. Being tardy two or more times during the semester will cause your course grade to be reduced by 1/3 letter grade.

Late Work Policy

You are expected to meet all deadlines for coursework. Work that is not submitted by its deadline will not be eligible to receive credit, unless you have received explicit permission from me to submit late work. I will accept late work only for extremely compelling circumstances, and *only if you have told me ahead of time that you will*

be unable to meet the deadline. Unless you have documentable evidence that you were completely incapacitated and unable to hold your phone or sit at a computer for long enough to leave a voicemail or send an Email telling me about your situation ahead of time, you will not be allowed to make up missed work, regardless of the reason for your absence.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Academic Integrity

Every assignment you submit in this class must be original work.

I will not tolerate academic dishonesty of any sort. *If you are found guilty of engaging in academic misconduct, you will fail this course and I will report you to appropriate university personnel for further disciplinary action.*

UWSP Academic Honesty Policy & Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student does any of the following:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work

previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Course Schedule

This schedule is not likely to change; if a change is necessary, you will receive notice.

DATE	LECTURE UNIT	READINGS
W Jan 23	Defining Interviewing; Interviews as IPC; Questions; Overview of Introductory Interview Assignment	Chs. 1, 2, 3
<i>R Jan 24</i>	<i>Syllabus Quiz due before 11:59PM</i>	
<i>S Jan 27</i>	<i>Quizzes for Chapters 1-3 due in Canvas before 11:59 PM</i>	
W Jan 30	Interview Structures; Informational Interviews; Overview of the Probing Interview Assignment	Chs. 4, 5
<i>S Feb 3</i>	<i>Quizzes for Chapters 4-5 due in Canvas by 11:59 PM</i>	
W Feb 6	Introductory Interviews ; Overview of the Employment Interview Preparation Assignment	
W Feb 13	Probing Interviews ; Overview of the Employment Interview Assignment	
<i>S Feb 3</i>	<i>Employment Interview Preparation Assignment due by 11:59 PM</i>	
W Feb 20	EmployeR Interviews <i>Clipbooks Due at the start of class</i>	Ch. 7
<i>S Feb 24</i>	<i>Quiz for Chapter 7 due in Canvas by 11:59 PM</i>	
W Feb 27	EmployeE Interviews	Ch. 8
<i>S Mar 3</i>	<i>Quiz for Chapter 8 due in Canvas by 11:59 PM</i>	
Mar 6	Employment Interviews	
Mar 13	Employment Interviews	
<i>S Mar 17</i>	<i>Final Exam due before 11:59PM</i>	

Criteria for Evaluating Presentations

My grading in performance classes is based upon the following philosophy: Meeting the minimum requirements for an assignment will earn you a C of some sort. To earn a higher grade, you must put in extra effort. The following guidelines should be taken into consideration when planning your participation in required performances and when considering the grades you earn.

1. An "average" (C) presentation meets the following standards:

- A. Is presented for evaluation on the date assigned
- B. Is recognizable as an example of the type of assignment required (EX: is persuasive, probing, researched, etc.)
- C. Conforms to specified time limits
- D. Fulfills *all* basic requirements and any special requirements of the assignment
- E. Exhibits logical and sound organization
- F. Contains basic elements of structure including an introduction, conclusion, and transitions
- G. Exhibits an appropriate level of formality for the assignment
- H. Is accurate grammatically and in pronunciation and articulation

2. The "better than average" (B) presentation meets the C standards and also does the following:

- A. Demonstrates increased breadth and depth in vocabulary and grammar

- B. Shows evidence of significant preparation and planning
- C. Demonstrates sensitivity to the conversational needs of other participants
- D. Contains a clear purpose adequately supported by main ideas that are easily identified and well supported
- E. Demonstrates questioning skills which maximize the likelihood of acquiring necessary information
- F. Makes a significant attempt to reinforce the conversational aspect of an interviewing situation

3. The "superior" (A) presentation not only meets the B standards but also does the following:

- A. Demonstrates questioning and answering techniques which demonstrate a significant connection to the conversational partner
- B. Demonstrates ability to adapt smoothly to unexpected circumstances arising during the presentation
- C. Achieves a variety and flexibility of mood and manner suited to the presentation
- D. Shows evidence of an exceptional degree of preparation and planning
- E. Illustrates clear mastery of questioning and listening skills

4. Presentations classified "below average" (D) are deficient in one or more factors required for the "C" presentation. This can include, but is not limited to, failing to meet the time requirements for the presentation or not having a basic framework (introduction, conclusion, transitions).

5. Presentations may be assigned a grade of "F" for either a) failing to adhere to the purpose of the assignment (ex: conducting a persuasive interview instead of a probing one), b) failing to meet 4 or more of the requirements for a "C" presentation, or c) using hate speech or other types of inappropriate language.

6. Presentations may be assigned a grade of "Zero" for either a) failure to deliver the presentation on the date assigned, or b) evidence of plagiarism or other forms of academic dishonesty.