

<b>Instructor:</b> Nora Boomer, MA, PHR, SHRM- CP, CIR	<b>Class Times:</b> Tuesday 17:00 to 19:30
<b>Office:</b> N/A	<b>Class Room:</b> CAC 204
<b>Phone w/ voice mail:</b> N/A <b>E-mail:</b> <a href="mailto:nora.boomer@uwsp.edu">nora.boomer@uwsp.edu</a>	<b>Office Hours:</b> By Appointment

### 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;
4. Create well developed interview questions;
5. Answer traditional and non-traditional interview questions;
6. Recognize interviewing opportunities inside and outside of the classroom; and
7. 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

### TEXT:

Stewart, C. J., & Cash, W. B. (2010). *Interviewing: Principles and practices*. (13<sup>th</sup> ed). (This text is required and available from text rental.)

### ADDITIONAL MATERIALS:

*Every student must have access to a digital voice or video recorder. You may use a smart phone, purchase one, borrow one, or check one out from the LRC for use to complete assignments where recording is necessary. Recorders must be able to upload files to a computer. Submission to D2L is required. A submitted, non-returnable flash drive or CD of your veterans history interview is also required.*

### GRADED ASSIGNMENTS:

**Comprehensive Final Exam** (20% 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.

**Interviews** (50% of course grade) will be conducted during class in front of classmates and instructor. Interview assignment descriptions will be found on D2L. Students variously will play the roles of intervieweR, interviewE, and Observer.

**Written Assignments** (15% of course grade) will require students to read, reflect, and create.

(Goals Inventory, VHP Summary, Clipbook, and Video Self-Evaluation)

A **Field Project** (10% of course grade) through The Veteran's History Project will require you to prepare and conduct an interview outside of class, and reflect upon your experience and performance.

Your **Class Participation** (5% of course grade) will be assessed. This is based upon my perception of your involvement during class, and is separate from attendance.

### ATTENDANCE and TARDINESS:

**Performance days.** This is a performance-based class. Attendance on performance days is required. *Any unexcused absence on a day when you or your classmates are conducting interviews will result in a 1/3 letter-grade deduction from*

*your final grade per incident* (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. *You must tell me you will be absent before the start of class to have any chance of being excused.*

**Non-performance days.** We meet once per week, which means you may miss *one* class on non-performance days without penalty. However, illness and excused absences will count against this allowance. *If you miss more than one non-performance class sessions during the semester, your final grade will be reduced by 1/3 letter grade for each absence beyond one absence.* For example, if you earn a B- in the course and miss class two times, your final grade in the course will be a C+.

**Tardiness.** You will be marked tardy if you arrive to class more than 5 minutes late. Being tardy 5 times during the semester will cause your course grade to be reduced by 1/3 letter grade. Every tardy beyond 5 will cause your course grade to be reduced by 1/3 letter grade per incident.

#### **LATE ASSIGNMENTS/TESTS:**

Assignments are due either *before the D2L Dropbox closes* or *at the beginning of class* on the day specified on the syllabus or in lecture (depending upon the assignment). Assignments turned in after that time will not earn any credit. Any exception to this rule, determined on a case-by-case basis, will require an extremely compelling, well-documented reason, and will incur a penalty of 10% for every additional day needed. If you are going to seek an exception, *you must do so in advance of the assignment's due date.* Failure to do so will result in an automatic 20% grade deduction for the assignment, in addition to the per-day penalty. The first day starts at 10 minutes past class start time.

**\*\*YOU ARE RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE IN CLASS REGARDING WRITTEN WORK, PAPERS, TESTS, ETC. IF YOU ARE ABSENT, IT IS YOUR RESPONSIBILITY TO ASK ANOTHER STUDENT WHAT YOU MISSED WHEN YOU WERE ABSENT.\*\***

#### **My Expectations:**

- Please be prepared to take an active role in the learning process.
- I will put as much energy as I can into making class interesting, so please respect my efforts by being prepared for class each day, paying attention, and not engaging in distracting behaviors. This includes not being on your cell phone or having side conversations with each other during class.
- I expect that you will spend between 3 and 6 hours per week working on course material, *outside of class*. This includes time spent doing required reading, preparing for class, doing homework assignments, etc.
- Do not ask me about a grade within 24 hours of receiving it. Take time to reflect and collect your thoughts.
- *If you are caught committing academic misconduct, you will receive an F for the course.* If you have questions about what constitutes academic misconduct, refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx> or ask me.
- Do not use technology as an excuse for not turning in your work on time. Get started early, so you can recover if you have problems. People who wait until the last minute get bad grades, as a general rule.
- *If you have any question about an assignment, ask me.* I do not write vague assignment descriptions deliberately. If I don't hear any questions, I assume that you understand everything. It's okay to admit that you don't understand something. Chances are good that you're not the only one.

## CRITERIA FOR EVALUATING PRESENTATIONS AND CLASS WORK

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.**

**Tentative Course Schedule (I reserve the right to deviate from this schedule.)**

<u>DATE</u>	<u>CONTENT</u>	<u>READINGS DUE</u>
T January 24	Intro to Course, Defining Interviewing VHP Assignment/Video	Chapter 1
T January 31	Types of Questions The Structure of Interviews <b>Interviewing Background uploaded to D2L by 5:00 p.m.</b>	Chapter 3 Chapter 4
<b><i>T February 7</i></b>	<b><i>Introductory Interviews</i></b> (Your Pointer Path) <b>Goals Inventory uploaded to D2L by 5:00 p.m.</b> (Copy to your evaluator)	
T February 14	Question Development & Responses <b>Questions due to D2L by 5:00 p.m. (bring a copy to class)</b>	Chapter 5
T February 21	About Informational/Probing Interviews  Identifying a probing opportunity	
<b><i>T February 28</i></b>	<b><i>Probing Evaluations</i></b>	
T March 7	About Recruiting Interviews (InterviewER)  Employment Laws	Chapter 7
T March 14	About Employment Interviews (InterviewE)  Resume and Cover Letter  <b><i>Veterans History Project (VHP) In-Class and D2L Materials due by 5:00 p.m.</i></b>	Chapter 8
T March 21	Spring Break	
T March 28	About Employment Interviews, cont.  <b>Clipbook due to D2L by 5:00 p.m. and your InterviewER</b>	
<b><i>T April 4</i></b>	<b>Employment Interviews</b>	
<b><i>T April 11</i></b>	<b>Employment Interviews</b>	
<b><i>T April 18</i></b>	<b><i>Employment Interviews Overflow</i></b> About Performance Interviews	Chapter 9
T April 25	<i>About Performance Interviews</i>  <b><i>Self Evaluations due to D2L by 5:00 p.m.</i></b>	
<b><i>T May 2</i></b>	<b>Performance Interviews</b>	
<b><i>T May 9</i></b>	<b><i>Performance Interviews</i></b>  <b><i>*Take-home final exam distributed</i></b>	
<b><i>T May 16 7:15 to 9:15</i></b>	<b><i>Final Exam uploaded to D2L by 9:15 p.m.</i></b>	