

COM 325: Interviewing Principles and Practices
10:30-11:45, NF 147

Instructor: Dr. Jane Banks
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Office Hours: TR: 12:00-1:00 and T: 5:00-6:00
And by appointment

Course Policies

1. You are expected to attend class regularly. We have exercises, focused discussions, and screenings in class that you cannot make up with any amount of outside work. We also discuss the fine points of assignments in class. I only teach my class once, so you should probably get notes from a classmate if you are absent. While I do not count attendance as such and figure it into your final grade, part of your grade is based on participation.
2. Attendance is more than just showing up—you have to be present mentally as well as physically. You wouldn't read a newspaper in class (I hope). Likewise, there is to be *no cell phone use* of any kind, including texting, during class. You can take notes on a computer if you must, but don't IM your friends, check your email, or play solitaire—it hurts my feelings.
3. Class presentations are scheduled in advance. Failure to appear on a day when you are scheduled to present will result in your receiving no points for that assignment.
4. Due dates for assignments are on the syllabus. They are requirements, not suggestions. While I understand that things happen, people get ill, etc., it would not be wise to count on my good nature indefinitely.
5. I will make assignments both orally and in writing. I will explain the assignments and my criteria for grading as clearly as I can. If you do not understand something about the assignment, *it is up to you to ask questions*. I am happy to talk about assignments both in and out of class for as long you require. If you are absent from class when I make an assignment, you should get a copy of the handout from a classmate or from me immediately. Read the handout, get notes from your classmates, and *then* ask questions.
6. Most importantly, the classroom should be a community where students and instructor work together to provide a positive, energetic, and safe learning environment. I will do my best to contribute to such an environment, but I can't do it alone. It is the responsibility of all of us to create a space where everyone can learn, protected from harassment and discrimination of any kind.

Campus Services

- In making the transition from novice to experienced college student, the Center for Academic Support and Advancement (CASA) www.ipfw.edu/casa can make the critical difference. CASA offers study-skills assistance, free tutoring, supplemental instruction, and free computer-technology courses (STEPS). The center is also the advising unit for students studying English as a Second Language.
- Services for Students With Disabilities (SSD) coordinates IPFW's programming for people with disabilities, as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1973 and the Americans with Disabilities Act of 1990. If you have or acquire a disability that affects your participation as a student at IPFW, you are eligible for specialized academic support services and other assistance from SSD.
- Academic Counseling and Career Services can answer questions about how the University experience will enhance your life and future career. They also offer resume assistance, assistance with interviewing and job application, and advice on networking, professional attire, and business etiquette.
- The Writing Center offers free one-on-one conferences. Writing consultants will talk with you about your writing for any class at any point in the writing process—understanding assignments, brainstorming and planning, revising and polishing final drafts. Consultants help you focus, organize, develop, and analyze your thoughts. They will help you learn how to edit and proofread your own papers.

Course Assignments: All assignments must be completed to pass this course.

Journalistic Interview: For this assignment, you will choose an individual to interview for an essay that you will write and turn in. You will conduct background research, develop an interview schedule (a list of questions you plan to ask), conduct an interview and write an essay of 3-4 pages based on that interview. You must turn in a bibliography of sources you used in your research (sources may include interviews with persons other than your subject, newspaper articles about your subject, etc), an interview schedule, and the essay itself.

Survey Interview: You will be assigned randomly to a team for this assignment. Each team will choose a topic suitable for a consumer survey interview for an organization (profit or non-profit). Teams will research the topic, come up with a specific objective for the survey (What do you want to find out? What decisions will you make based on the results?), and develop a survey questionnaire that meets your team's objective and demonstrates a variety of question strategies. The team will conduct a pilot study of the questionnaire and revise it based on the results. Teams must turn in a one-page plan for the survey which discusses the background of the organization, the objective of the survey, and the decision-making that will be based on the survey's results. They must also turn in their pilot interviews (filled out) and a copy of the revised questionnaire.

Selection Interview: Each student will be paired with a classmate for this assignment. For the first half of your assignment, in the role of an applicant, you will select a job in your chosen field, research the company, write an appropriate resume and cover letter applying for that job, and turn in the job description, resume, and cover letter to your partner (and to me). For the second half of the assignment, in the role of an employer, you will design an applicant profile (based on the job description your partner has given you) and an interview schedule (based on the job description, the profile and on the applicant's resume and cover letter). This schedule and the in-class interview must be compliant with EEO laws governing selection interviews. In the culmination of this assignment, you will participate in two in-class interviews, once as the applicant, once as the employer. As the applicant, you must turn in the job description, resume, and cover letter. As the employer, you must turn in the applicant profile and interview schedule.

Exams I and II: These exams are based on the readings and class discussion. Students will be asked both to define and to apply concepts and show their understanding of theory and practice of interviewing in a variety of contexts.

Participation: In addition to doing the reading, preparing assignments, and meeting with your teams—all activities which take place outside of class, you must participate in class discussions and exercises in order to fulfill course goals. Your participation grade will be based on your informed contributions to class discussion, your participation in exercises, and above all—your class attendance.

Journalistic Interview	150 points
Survey Interview	200 points
Selection Interview	
As applicant	150 points
As employer	100 points
Exam I	150 points
Exam II	150 points
Participation	100 points

900-1,000 points=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

Tentative Course Schedule

About the readings: Readings are assigned for the class day *after* they appear in the syllabus. I don't expect you to arrive on the first day of class having read chapters one and two. You may also notice that the readings are rather bunched up---there are long spaces without any at all and then there are several chapters at once. I would suggest that you use the time to read a bit ahead if you can. Finally, I may or may not go over the readings in class. It depends on whether I think it's necessary, whether we have time, or other factors. Even if I don't cover a particular chapter in class—It is still fair game for the exams. But I will give you a review sheet, and if it's not on the sheet, it won't be on the exam.

Week	Date	Topic	Reading
1	8/25	Introduction to the course	Read Ch. 1 and 2
	8/27	Interviewing and interpersonal communication	Ch. 3
2	9/1	Questions, questions, questions!	Ch. 4
	9/3	The probing interview: preparation, research, and schedule	Ch. 5
3	9/8	Journalistic interviewing	
	9/10	Journalistic interviewing	
4	9/15	Opening and closing the interview; Strategic interview structure	Ch 6
	9/17	The survey interview: Choosing a topic; identifying a population	
5	9/22	Opening and closing; strategic survey structure	
	9/24	Wording questions; question scales	
6	9/29	Piloting the survey	Ch. 8
	10/1	Journalistic Interview Essays Due Approaching the job search: the right job—the right resume	Ch. 7
7	10/6	Cover letters, making an impression Hiring employees: Job descriptions and EEO laws	
	10/8	Non-verbal behavior in the interview	
8	10/13	Fall Break: No Class	
	10/15	Midterm Exam: Chapters 1-6	
9	10/20	Applicant profiles; selling your position	

		and your company	
	10/22	Beyond gut reactions: the right questions and how to ask them	Ch. 9
10	10/27	Survey Interviews Due ; The performance appraisal	Ch. 10 & 11
	10/29	Persuasive interviews	
11	11/3	Persuasive interviews continued	Ch. 12
	11/5	Counseling interviews	Ch. 13
12	11/10	Counseling, continued; Health Care interviews: caregivers	
	11/12	Health Care interviews: patients	
13	11/14	Guest lecture: Lessons from the workplace	
	11/16	NCA conference: Interview practice	
14	11/24	Interviews in Class	
	11/26	Thanksgiving: No Class	
15	12/1	Interviews in Class	
	12/3	Interviews in Class	
16	12/8	Interviews in Class	
	12/10	Interviews in Class	

Final Exam Period: Tuesday, 12/15, 10:30-12:30

Final Exam: Chapters 7-13