

**CMN 3300 Interviewing  
Fall Semester Year 2012 Course Syllabus**

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**Textbook and Readings:**

Stewart, C., & Cash, W. (2008). *Interviewing: Principles and Practices*, 12<sup>th</sup> ed. New York: McGraw-Hill Higher Education.

In addition, several handouts and readings will be made available.

**Course Description:**

This writing intensive course is designed for students to become thoroughly knowledgeable in the process of interviewing in various contexts. Students will engage in projects related to each context and demonstrate expertise via several interview projects and major research papers. WI

**Rationale**

Principles of Interviewing is a course designed to teach you communication skills essential for your professional career. Because this course is designed to teach you theoretical principles of interviewing as well as skills necessary for conducting successful interviews, we will strive to integrate concepts from the textbook into our activities. After successful completion of this class, you should be equipped with the knowledge and skills necessary for taking part in several types of interviews. Including informative interviews, persuasive interviews, medical interviews, and job selection interviews. More specifically, as a result of taking this class you will be able to:

**Objectives**

- 1: Identify, explain, and apply general theoretical principles related to interviewing including the major types of interviews, the parties involved in interviews, the roles enacted during interviews, the role of perception in interviews, and the nature of communication interactions.
- 2: Identify the functions and techniques for the three major components of an interview: the opening, the body, and the closing.
- 3: Construct an interview guide containing a variety of primary and secondary questions following a sequence appropriate for the purpose of the interview.
- 4: With a partner, engage in two of the following specialized interviews: journalistic interview, survey interview, persuasive interview, performance interview, counseling interview, and/or health care interview.
- 5: Prepare a job description, cover letter, and resume appropriate for a position you intend to apply for within the next 5 years.

- 6: Answer questions during a mock employment interview based on the job description, cover letter, and resume you create.
- 7: Prepare a selection interview guide based on a job description, cover letter, and resume constructed by one of your peers.
- 8: Conduct a selection interview following appropriate EEO laws and interviewing principles discussed in the course.

### Course Policies

**Attendance.** You are expected to not only be in class but to also make appropriate contributions to class discussion. If you miss more than three classes, your final course grade will be lowered one-half letter grade for each additional absence. Excused absences will be granted only when the reason for the absence can be documented in writing. If you do miss your interview day and your absence is not excused, you will receive a zero for the assignment. If your absence from your interview is excused, your interview will be made up as soon as possible to accommodate the schedule of the course. Any misrepresentation regarding the reason for absences will result in a failing grade in the course. I reserve the right to decide excused absences on a case-by-case basis.

**Late Work Policy.** You are expected to complete assignments on the due date indicated on the daily schedule. Late assignments will have an automatic 20% deducted. If you must miss class on a day when a written assignment is due, you must make arrangements to get me your assignment before you leave or you can have another person bring me the assignment. This policy is necessary so that I can return graded assignments in a reasonable amount of time.

**Academic Misconduct.** Cheating or plagiarism of any kind will result in zero points for the assignment and/or an "F" in the course. I also reserve the right to inform the Academic Affairs office of any academic misconduct by students. Students are encouraged to review the official university policy regarding academic misconduct found in the undergraduate bulletin.

**Grading.** Grading will be based upon the following criteria:

Desire2Learn (D2L) participation CIQs and Discussion Questions	110
Resume, Cover Letter, Portfolio, & Self-Analysis Paper	100
Journalistic Interview Paper	100
Skills Building Interview	60
Employment Interview	100
Recruitment Interview	100
Final Exam	100
<b>TOTAL</b>	<b>670 points</b>

A standard grading scale (100%-90% = A, 89%-80% = B, 79%-70% = C, 69%-60% = D, and below 60% = F) will be used in the class.

**Statement on Special Needs:** You are to contact the Student Disabilities Services office to take advantage of services they provide.

### **Description of Assignments**

Detailed assignment sheets will be provided in class. Briefly, here is a description of the major assignments:

- **Journalistic Interview Assignment and Paper.** For this assignment you will perform the role of a news reporter and interview at least three people to write a story about some current event. Successful completion of this assignment will require three steps. First, you will research and construct a background bibliography of sources over the topic of your news story. This bibliography must contain at least 5 published sources of information (material from the WWW can only count as 1 of those sources). These sources should provide you with the background information necessary for conducting the interviews. Second, you will select and interview at least three people with some expertise in the topic area. Those people must confirm to me in writing (either provide them with a stamped postcard with my mailing address or have them e-mail me) that you conducted the interview. Finally, you must write a news story based on your background research and interviews. That news story should be at least three pages in length. The story and bibliography must be typed and must conform to APA style.
- **Skills Building Information Gathering Interview.** Four skills are essential for most types of interviews: (1) asking well-designed primary questions, (2) listening carefully to answers to detect clues or problems, (3) asking carefully crafted probing questions into clues for valuable information or to resolve problems with answers, and (4) being patient and persistent until you have the information needed. These skills require development and refinement before you can apply them successfully in informational, employment, performance, persuasive, counseling, or health care interviews. This assignment is designed so that you cannot merely ask a series of questions and close the interview after you have reached your last question. You are not provided with enough information to develop such a highly scheduled interview. This assignment is not designed to place you in a “real life” interview setting but to teach you fundamental interviewing skills: asking primary questions, listening, asking probing questions, and being persistent in questioning until you have the information you need.
- **Selection Interview Assignment.** Each of you will engage in a selection interview over the next couple of years. This assignment teaches you basic skills necessary for this type of interview. The assignment will begin with each interviewee conducting a self-analysis. Each person in the class will create a job description for a job they would like to apply for. Those job descriptions will be distributed to other class members who will serve as the "interviewer." You will also prepare a resume, cover letter, and portfolio to give to the interviewer. As the interviewer, you will be required to review the materials, prepare an interview guide, and conduct a

selection interview conforming to state and national EEO laws. As the interviewee, you will answer questions posed by the interviewer. For this assignment, you are graded as both the interviewer and interviewee.

- **Critical Incident Questionnaire Reflective Paper.** Write an honest and candid reflection of your learning experience. Make connections to concepts from your reading, class interaction, and various assignments. You will use the following questions to help guide your CIQ reflection:
  - 1) At what moment in class this week were you most engaged as a learner?
  - 2) At what moment in class this week were you most distanced as a learner?
  - 3) What action that anyone in the room took this week did you find most affirming and helpful?
  - 4) What action that anyone in the room took this week did you find most puzzling or confusing?
  - 5) What surprised you most about the class this week?After completing your written responses, submit them to your instructor at the end of the class period.
  
- **Final Exam.** Questions from the final exam will come directly from your assigned reading over the semester.