

# Interviewing Principles and Techniques

## Course Syllabus: SW 295

Winter 2010

**Instructor** Rebecca Russell

**Location** Naperville Campus

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**Meetings** Wednesday Jan. 6 – March 10  
6:30 - 9:30 pm

**Credit hours** 4

### Course Description

Interviewing – the process of asking and answering questions – is a part of everyday experience. This course introduces and explores the fundamental principles, theories and techniques of interviewing including the interpersonal communication process, common types of interviews, interview structure, and questions and responses. Through collaborative and experiential learning activities, students prepare for and participate in all aspects of the interview process as the interviewer and interviewee.

### Faculty

Rebecca Russell holds an MS in Communication from Northwestern University; a BA in English Literature with a minor in Journalism from the University of Illinois at Champaign-Urbana; and holds advanced 500-hour Registered Yoga Teacher certification. Her career includes work as a writer and editor for specialized industry publications and as a director of communications for the training center of a professional services organization. She now is a teacher of college communications courses and yoga, and is a freelance writer.

### Competencies

#### L-7: Collaborative Learning

Can demonstrate understanding of how people learn collaboratively and by examining the skills, knowledge and values that contribute to such learning.

- Participate in group projects and activities.
- Understand theories of interviewing and how those theories apply to work with others.
- Use theories to analyze the interdependence of individuals in completing the course.

#### H-3-X: Individual Development

Can use interpersonal communication theories and skills to understand one's own role in interviews.

- Students prove competence by exhibiting a mastery of interviewing theory and skills through written and in-class assignments.

#### S-3-X: Science, Technology and Society

Can analyze the impact of technology on interviews from the perspective of the interviewer and interviewee.

- Students prove competence by participating in interviews conducted through technology (telephone, on-line, etc.) and analyze how the presence of technology shapes or changes the interview.

#### F-X: Focus Area

Can analyze, articulate and apply interviewing principles and techniques across a variety of professional settings.

- Students prove competence by connecting interview experiences to their focus area.

### Learning Experiences

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Immersion in interviewing combines theory and practical experiences. The course is taught in a facilitative style, enabling students to reinforce their learning through active involvement.

A study of communication theory provides perspective and insight into interviewing. In addition to readings and material presented by the instructor, students learn from each other through class discussion and activities that include taking self-assessments, analyzing interviews and participating in interviews during class. Students also apply the concepts and ideas of the class through assigned papers and a field interview on a topic of interest.

Through this course, students gain understanding of:

- The fundamental principles of interviewing including the interpersonal communication process.
- The principles and techniques for common types of interviews
- Interview structure plus question and answer development and assessment
- How to prepare for and conduct an interview and be interviewed by another party

### Textbook

Charles Stewart and William Cash: *Interviewing Principles and Practices*, 12<sup>th</sup> edition, 2008

### Criteria for Assessment

Grades are dependent on attendance, participation and completing all assignments. Assignments are not accepted late unless approved in advance.

Please remember that grading is based on evidence the student presents in class and in assignments; it is the student's responsibility to demonstrate an understanding of the skills and knowledge gained.

The course follows the current SNL policies for course withdrawal and for a grade of Incomplete.

### Academic Integrity

The course follows the University's policy on plagiarism, which is detailed in the DePaul Student Handbook.

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### Required Assignments

Detail about each assignment is provided separately. Completed assignments are discussed in class.

#### **Interview Interaction Record**

**100 points / 10%**

Keep a record of face-to-face interview situations and study the interactions.

#### **Persuasive Interview Record**

**100 points / 10%**

Participate in a persuasive interview to identify and study the persuasive practices used.

#### **Group Persuasive Interview and Review**

**150 points / 15%**

Groups work together (primarily during class time) to structure and participate in a persuasive interview, then each individual submits a review of the group's efforts.

#### **Employment Interviews and Review**

**150 points / 15%**

Students participate in two simulated employment interviews in class: (1) as the person applying for a job and (2) as a member of a team conducting an interview. Components of the assignment include a resume, job description, interview guide and written post-interview review.

#### **Field Interview**

**250 points / 25%**

Students conduct an interview with one or more people on a topic of interest. Components of the assignment include a project proposal, interview guide and written post-interview analysis. The people interviewed provide feedback for student development.

#### **Attendance and participation**

**250 points / 25%**

For all competencies, class attendance and active participation are expected and required. If a class must be missed, please let the instructor know as far in advance as possible. In-class assignments and activities cannot be made up. Missing more than one class of the 10-week course makes it difficult to keep up with requirements and will impact the final grade. Students should rely on each other to obtain missed class information.

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**Weekly Schedule**

<b>Class</b>	<b>Date</b>	<b>Focus</b>	<b>Reading</b>	<b>Assignment due</b>
<b>1</b>	<b>Jan. 6</b>	Introduction Interviewing defined		
<b>2</b>	<b>Jan. 13</b>	Listening	Chapter 1: pp. 1-13 Chapter 2: pp. 19-45	Interview Interaction Record
<b>3</b>	<b>Jan. 20</b>	How to ask questions	Chapter 3: pp. 51-71	Field Interview: Project Proposal
<b>4</b>	<b>Jan. 27</b>	Interview structure  How to respond to questions	Chapter 4: pp. 77-100  Chapter 5: pp. 105-132	
<b>5</b>	<b>Feb. 3</b>	Persuasive interviews	Chapter 10: pp. 295-322  Chapter 11: pp. 331-344	Persuasive Interview Record  Field Interview: Interview Guide
<b>6</b>	<b>Feb. 10</b>	Persuasive interviews		Group Persuasive Interview (during class)
<b>7</b>	<b>Feb. 17</b>	Recruiting and employment interviews	Chapter 7: pp. 177-204 Chapter 8: pp. 215-256	Group Persuasive Interview Review  Employment Interview: Job description, resume, cover letter
<b>8</b>	<b>Feb. 24</b>	Employment interviews		Employment Interview: Interview Guide
<b>9</b>	<b>March 3</b>	Employment interviews		
<b>10</b>	<b>March 10</b>	Field Interviews		Employment Interview Review  Field Interview: Analysis and Documentation