

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL**SUBMITTED BY:**

Department	Communication	College/School	CLA
Prepared by	Peter A DeCaro	Phone	907-474-6799
Email Contact	padecaro@alaska.edu	Faculty Contact	Peter A DeCaro

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	COMM	Course #	F220	No. of Credits	3
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Justify upper/lower division status & number of credits:

Lower division

3. PROPOSED COURSE TITLE:	COMM F220 Professional Interviewing
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4. To be CROSS LISTED? YES/NO	NO	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? YES/NO	NO	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:	As demand warrants
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	Spring AY2015
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8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)								
Mode of delivery (specify lecture, field trips, labs, etc)								

9. CONTACT HOURS PER WEEK:	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)	<input type="text"/>
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, 0 Fisheries Management
3 Credits Offered Spring
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)*

COMM F220 Professional Interviewing 3 credits Offered As Demand Warrants The theory and practice of methods in selected interview settings; emphasis on interpersonal communication between two persons, questioning techniques, and the logical and psychological bases of interpersonal persuasion. <i>Prerequisites: (ENGL F111X or permission of instructor)</i>
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11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input checked="" type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	Natural Science, Format 8	<input type="checkbox"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

(ENGL F111X or permission of instructor)

These will be *required* before the student is allowed to enroll in the course.

Reference the registration implications below due to Banner coding of these terms:

Prerequisite: Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.

Concurrent: Course may be taken simultaneously (and allows for a course to have been previously completed).

Co-requisite: Courses **MUST** be taken simultaneously and does NOT allow for fact that a course was previously completed!

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Minimal impact on faculty workload. Course will be offered as demand warrants.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

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Spoke with Reference Librarian Susan Singler 3/12/13. She did an academic search and there are ample journal articles, e-texts and books available to supplement the course text.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

I do not believe this course will have a negative affect on other departments. I've checked other programs in the course catalogue for similar courses and could not find any. However, I do think that it may have a positive affect on programs such as Nursing, Marketing, Justice, or Business to mention a few. Basically any program that has an "interviewing" component or necessity will benefit from the course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Currently Dr. Taylor from the Comm. Dept. teaches interviewing to nursing students. I believe that the course will have a positive impact for students studying nursing and human resources. Overall it should have a positive impact for any student who interviews for employment, part of the course focuses on employment interviewing techniques.

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JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

HUMS 215 is an interviewing course that focuses on the interview process from a clinical setting. There is presently no course that focuses on the professional interview such as employment, survey, etc. interview.

APPROVALS: Add additional signature lines as needed. SEE ATTACHED SIGNATURES

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

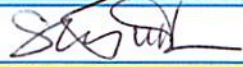
ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)


	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

APPROVALS: Add additional signature lines as needed.

	Date	4-3-2013
Signature, Chair, Program/Department of:		

	Date	4-11-2013
Signature, Chair, College/School Curriculum Council for: <u>CLA</u>		

	Date	4/12/13
Signature, Dean, College/School of: <u>CLA</u>		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). The guidelines are online: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be **denied**.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. **Be specific** so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and
 how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been updated.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

8/1/2012

COURSE SYLLABUS

COMMUNICATION F220

Professional Interviewing

University of Alaska Fairbanks

Credit hours 3

Instructor: Dr. Karen Taylor

Department of Communication

Office: 503C Gruening

Phone: 907-474-6818

email: kmtaylor4@alaska.edu

Office hours: Tues – Thurs. 2:00-3:00 and by appointment

Class hours: MWF 9:00-10:00am

Class Room G302

Course Materials

Required Text: Interviewing: *Principles and Practices*, 13th ed. C. Stewart & W.B. Cash, Jr. N.Y.: McGraw Hill, 2011.

Additional readings available on Blackboard

Course Description

The theory and practice of methods in selected interview settings; emphasis on interpersonal communication between two persons, questioning techniques, and the logical and psychological bases of interpersonal persuasion.

Course Goals

At the conclusion of this course, the student should know:

1. What the essential elements of interviewing are.
2. The types of questions employed in the interview process and their uses
3. How to conduct an interview.
4. The differences between the various interview processes
5. How persuasion influences the interview process
6. The structures of interviews.
7. What performance review interviews are.

Student Learning Outcomes

At the conclusion of this course, the student should be able to:

1. Describe the essential elements of an interview.
2. Perform a traditional and nontraditional interview.
3. Employ listening skills for interviewing feedback.
4. Effectively ask probing questions for information gathering.
5. Conduct interviews in various contexts.
6. Be able to create an interview survey.
7. Effectively incorporate psychological persuasive strategies within the interview process.
8. Be able to identify common language strategies used in the persuasive interview process.
9. How to listen for important logical appeals designed to persuade the interviewee.

Instructional Method

This course will be conducted in a combination of lecture and discussion

Final Grade is based upon

Diagnostic Interview	10% for conducting interview
Survey Interview	5% for conducting interview, 5% for responding
Recruiting Interview	10% for conducting interview, 10% for responding
Employment Interview	10% for conducting interview, 10% for responding
Final Exam	20%

Paper critiquing observed practices	5%
Attendance	5%
Participation	10%

Grade criteria:

Grade criteria: +/- grading system based on percentage of total points

A+ = 97-100

A= 93-96

A-=90-92

B+=87-90

B = 83-86

B-=80-82

C+=77-80

C = 73-76

C-=70-72

D+=67-70

D = 63-66

D-=60-62

F = 59 and below

Prerequisites: (*ENGL F111X* or permission of instructor)

Policies:

ATTENDANCE: All students are expected to attend every class and the final exam.

Attendance/participation is a graded element of this course. You are also responsible for in-class activities (which cannot be made up). There are some circumstances for which absence is unavoidable, such as illness or family emergency, in which case I expect written documentation. A student with an unexcused absence on the day of their presentation will receive a **zero** for that presentation.

PARTICIPATION: I believe that participation is important for every communication class because it helps us connect the abstract general theory to our own concrete lived experience, and hearing how others do that connecting increases our own cognitive complexity. Participation in discussions and activities is required. Think of the participation and activities as the lab-component of interpersonal communication; as with your science labs, the emphasis is on learning by doing and paying close attention. The activities will be graded, as will participation in general class discussion. Negative participation points can also be earned, for any behavior deemed disruptive (cell phones, talking while others speak, arriving late, etc.).

TIME: Each student must be prepared to spend time in class and outside of class. Assignments turned in late will be penalized at the rate of 1 letter grade reduced per day. Readings are expected to have been completed by class time the day they are listed on the syllabus.

ETHICAL STANDARDS: All interaction in the classroom is to be consistent with the Credo for Ethical Communication of the National Communication Association, which has been adopted by the Department of Communication. Any suspected plagiarism will be penalized, as laid out in the university policy. You are expected to be familiar with the university's regulations as laid out in the Student Code of Conduct.

Student Support: Students with special needs or concerns need to contact Student Support Services (474-6844) for documentation to present to Instructor. The Office of Disability Services (474-5655) provides accommodations to students with disabilities. The instructor will also attempt to make reasonable accommodations for students with alternate learning styles/needs, whether documented or not, if the student raises these concerns as early as possible.

The Writing Center: is available for students to improve their writing skills. The center is located on the eighth floor of the Gruening Building. Students can receive help at the center at any stage in their writing

process, from brainstorming to final editing. Tutors are available for one-on-one sessions and can help students with grammar, spelling, punctuation, organization, and style.

Examination: The EXAMINATION may include multiple choice, matching, true-false, fill-in-the blank, and short essay questions. No provision is made for the “make-up” of missed examinations. **I do not make allowances if you planned on vacationing prior to the end of the semester.**

The instructor reserves the right to modify the syllabus.

January

16

Introduction to course

Assigned readings for January 22, Ch.#1 An Introduction to Interviewing: The Essential Elements of Interviews p. 1-4, Traditional Form of Interviewing p. 5-6, Nontraditional Forms of Interviewing p. 7-11

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Alaska Civil Rights Day, no class

22

Discuss Assignment Readings from Ch.#1

27

Diagnostic Interview Class Assignment

29

Diagnostic Interview Class Assignment

February

3

Diagnostic Interview Class Assignment

Assigned readings for February 3, Ch.#2 An Interpersonal Communication Process: Two parties in the Interview p. 19-23, Interchanging Roles During the Interviews p. 24-25, Perceptions of Interviewer and Interviewee p. 26-27, Communication Interactions p. 28-36, Feedback p. 38-41, The Interview Situation p. 41-46.

5

Discuss Assignment Readings from Ch.#2

10

Continue Discussion Ch.#2

In-class Exercise

Assigned readings for February 10, Ch.#3 Questions and Their Uses: Open and Closed Questions p. 55-58, Primary and Probing Questions p. 59-64, Neutral and Leading Questions p. 65-67, Common Question Pitfalls p. 68-74.

12

Discuss Assignment Readings from Ch.#3

17

Continue Discussion Ch.#3

Assigned readings for February 17, Ch.#4 Structuring the Interview: The Body of the Interview p. 81-89, Opening the Interview p. 90-97, Closing the Interview p. 98-103.

19

Discuss Assignment Readings from Ch.#4

24

Continue Discussion Ch.#4

In-class Exercise

Assigned readings for February 26, Ch.#6 The Survey Interview: Purpose and Research p. 147-148, Structuring the Interview p. 148-150, Survey Questions p. 151-161, Selecting Interviewees p. 161-163, Selecting and Training Interviewers p. 164-165, Conducting Survey Interviews p. 166-169, Coding, Tabulation and Analysis p. 170-171, The Respondent in Survey Interviews p. 171-172.

26

Discuss Assignment Readings from Ch.#6

March

3

Continue Discussion Ch.#6

Review for Survey Interview Class Assignment

5

Survey Interview Class Assignment

10

Survey Interview Class Assignment

12

Survey Interview Class Assignment

Assigned readings for March 24, Ch.#5 The Information Interview: Preparing the Interview p. 109-111, Selecting Interviewees and Interviewers p. 112-115, Opening the Interview p. 116, Conducting the Interview p. 117-131, Closing the Interview p. 132, Preparing the Report or Story p. 133, The Interviewee in the Probing Interview p. 134-137.

17-21

Spring Break

24

Discuss Assignment Readings from Ch.#5

26

Continue Discussion Ch.#5

Assigned readings for March 31, Ch.#7: The Recruiting Interview: Where to Find Good Applicants p. 183, Preparing the Recruiting Effort p. 185-189, Obtaining and Reviewing Information on Applicants p. 190-194, Structuring the Interview p. 194-98, Conducting the Interview p. 198-206.

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Discuss Assignment Readings from Ch.#7

April

2

Continue Discussion Ch.#7

Review for Recruiting Interview Class Assignment

7

Recruiting Interview Class Assignment

9

Recruiting Interview Class Assignment

14

Recruiting Interview Class Assignment

Assigned readings for April 16, Ch.#8, The Employment Interview: Analyzing Yourself p. 217-218, Doing Your Homework p. 219-222, Conducting the Search p. 223-225, Preparing Credentials p. 226-235, Creating a Favorable First Impression p. 236-240, Answering Questions p. 240-246, Asking Questions p. 247-249, The Closing p. 250.

16

Discuss Assignment Readings from Ch.#8

Assigned readings for April 21, Ch.#10, The Persuasive Interview: The Persuader: The Ethics of Persuasion p. 287-89, Analyzing the Interviewee p. 290-293, Analyzing the Situation p. 294-295, Researching the Issue p. 295, Planning the Interview p. 296-299, Conducting the Interview p. 301-312.

21

Review for Employment Interview Class Assignment

23

Employment Interview Class Assignment

28

Employment Interview Class Assignment

30

Employment Interview Class Assignment

May

5

Paper critiquing observed practices due

7

Final Exam