Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See [http://www.uaf.edu/uaf gov/faculty-senate/curriculum/course-degree-procedures/](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**

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<th>SUBMITTED BY:</th>
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<tbody>
<tr>
<td>Department</td>
<td>Communication</td>
<td>College/School</td>
</tr>
<tr>
<td>Prepared by</td>
<td>Peter A DeCaro</td>
<td>Phone</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:padecaro@alaska.edu">padecaro@alaska.edu</a></td>
<td>Faculty Contact</td>
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1. **ACTION DESIRED**  
   (CHECK ONE):  
   - Trial Course
   - New Course  
   **XX**

2. **COURSE IDENTIFICATION:**  
   - Dept: COMM  
   - Course #: F215  
   - No. of Credits: 3

3. **PROPOSED COURSE TITLE:**  
   COMM F215 Interviewing

4. **To be CROSS LISTED?**  
   - YES/NO
   (Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. **To be STACKED?**  
   - YES/NO

   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 under graduates being overtaxed?; 3) are graduate students being underserved? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has quails, 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**  
   - Spring AY2015

   if approved by 3/1/2013; otherwise AY2014-15)

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:**  
   1  2  3  4  5  **XX**  6 weeks to full semester

   **OTHER FORMAT (specify)**
   - Mode of delivery (specify lecture, field trips, labs, etc)

9. **CONTACT HOURS PER WEEK:**  
   - 3 LECTURE hours/week
   - LAB hours/week
   - PRACTICUM hours/week

   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/](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)**

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:
 Komm F215 Interviewing
3 credits Offered As Demand Warrants
The theory and practice of methods in selected interview settings; emphasis on communication between two persons, questioning techniques, and the logical and psychological bases of interpersonal persuasion. Prerequisites: (ENGL F111X or permission of instructor). (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

| H = Humanities | XX | S = Social Sciences |

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES: NO: XX

If YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6
W = Writing Intensive, Format 7
Natural Science, Format 8

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: NO

12. COURSE REPEATABILITY:
Is this course repeatable for credit?

YES: NO: XX

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

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?

CREDITS

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

LETTER: XX

PASS/FAIL:

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
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 XX
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.

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.

Currently no course is offered that focuses on interviewing and its techniques. This course provides students with the basic interviewing skills necessary for multiple aspects of the interviewing process. It is also an integral course for the public relations programs.
**APPROVALS:** Add additional signature lines as needed.

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<th>Signature, Chair, Program/Department of:</th>
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<th>Signature, Chair, College/School Curriculum Council for:</th>
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Offerings above the level of approved programs must be approved in advance by the Provost.

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<tr>
<th>Signature of Provost (if above level of approved programs)</th>
<th>Date</th>
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

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Faculty Senate Review Committee:  
- Curriculum Review  
- GAAC  
- Core Review  
- SADAC

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

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COURSE SYLLABUS
COMMUNICATION F215
Interviewing
University of Alaska Fairbanks
Credit hours 3
Instructor: Dr. Karen Taylor
Department of Communication
Office: 503C Gruening
Phone: 907-474-6818
email: kntaylor4@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
Additional readings available on Blackboard

Course Description
The theory and practice of methods in selected interview settings; emphasis on 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.

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 111X 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 examination. 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

20
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

5
Discuss Assignment Readings from Ch.#2

10
Continue Discussion Ch.#2
In-class Exercise

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

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

17-21
Spring Break

24
Discuss Assignment Readings from Ch.#5

26
Continue Discussion Ch.#5

31
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

16
Discuss Assignment Readings from Ch.#8

21
Continue Discussion from Ch.#8
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