

**CMST 4330: Interviewing
Undergraduate
Spring 2022**

Instructor: Dr. Ashleigh Day

CRN: 21322

Course Location: RBN 2007

Course Time/Days: Mondays & Wednesdays, 2:30pm-3:55pm

Instructor's Office Location: 229 CAS

Instructor's Email Address: ADay@uttyler.edu

Office Hours: Tuesday & Wednesday, 4:00pm-5:00pm

WELCOME!

Course Description

The aim of this course is to introduce students to interviewing theory, prepare them for their roles as interviewers and interviewees, including in the mass communication setting, interpersonal, employment, and probing interviews. This course aims to instruct students in methods of interview preparation, and to provide students with practice in various types of interviews.

Major Units of the Course

Unit 1: Introduction to Interviewing

Unit 2: Informational (Probing) Interviewing

Unit 3: Persuasive Interviewing

Unit 4: Employment Interviewing

REQUIRED Course Materials

Stewart, C. J. (2022). *Interviewing: Principles and practices (16th ed.)*. Boston, MA: McGraw Hill.

CMST 4330 COURSE PACKET (available on Canvas).

- Any additional assigned readings will be posted on Canvas for students to access.
- All course readings are to be read *previous* to coming to class on the day they are assigned for. It is expected that students have access to their book/reading(s) for each class.

Assignments, 650 points total

1. Exams**21.5%, 140 pts.**

The exams will be take-home/on Canvas and will be timed (90 minutes). They may be a mix of true/false, multiple choice, short answer, or fill in the blank questions. Exam 1 will cover chapters from class, inclusive to outside readings, examples, activities, discussions, etc. from the beginning of the semester until the Exam 1 date. Exam 2 will cover chapters from class, inclusive to outside readings, examples, activities, discussions, etc. from post-Exam 1 until the Exam 2 date. Each exam is worth 70 points.

2. Probing Interview**13.8%, 90 pts.**

This first interview assignment is designed to help you practice applying interviewing principles as an interviewer, and to help you become more comfortable with the process. Specifically, the purposes of the probing interview are to learn the skills necessary to construct and ask well-designed primary questions; listen for cues and probe for as much information as possible; handle a reticent interviewee, and maintain professional and personable composure throughout an interview. This will be in the form of a 5-minute interview during class.

All interviews in this class are conducted for the sole purpose of skill-building.

Data from these interviews cannot go beyond our classroom (i.e., you cannot use data from class in publications, other presentations, you cannot share interviewee information, audio recordings, etc.)

3. Field Project**30.8%, 200 pts.**

The purpose of the field project is to give you the opportunity to conduct real-world, face-to-face interviews with experts in a career, field, or topic area of great interest to you. This assignment allows you to use your interviewing skills to benefit your future career choices, and is equally useful to build your professional network. Through the semester project, you will choose three experts to interview, carefully construct a schedule of questions, learn to communicate in professional ways, establish and maintain relationships with your interviewees, and conduct ~30 minute interviews with each person (three interviews total). These interviews will be audio recorded and used to write a paper (7-10 pages) in which you will synthesize and analyze your experiences with the material learned in class about interviewing principles and practices.

All interviews in this class are conducted for the sole purpose of skill-building.

Data from these interviews cannot go beyond our classroom (i.e., you cannot use data from class in publications, other presentations, you cannot share interviewee information, audio recordings, etc.)

4. Employment Interview**26.2%, 170 pts.**

The employment interview consists of several parts designed to help you research and prepare for the job search when you graduate. Specifically, you will collect accurate

information about a real position within a real company that you could really apply for and really interview for the job. You will collect articles from the WSJ and other credible publications to learn about the current state of affairs in your chosen company or position, then write a cover letter and your resume to apply, and present this information in a clipbook. Your clipbook is given to your teammate. Using your clipbook, your teammate will create a schedule of questions to interview you as if he/she was your potential employer for your chosen job. You will engage in a mock interview with your “employer” to practice your responses as you would during a real employment interview, and practice asking real questions to your employer. Each team member will play the role of employer and employee. More details will be provided in class.

All interviews in this class are conducted for the sole purpose of skill-building. Data from these interviews cannot go beyond our classroom (i.e., you cannot use data from class in publications, other classes/presentations, you cannot share interviewee information, audio recordings or transcriptions, etc.)

5. Class Participation & Assignments

7.7%, 50 pts.

If you’ve taken my classes before, you know that I value dialogue; my preference to explore course concepts through discussion and activity-centered learning, versus lecture alone. Verbalizing course concepts and theories is one of the best ways to learn new material, and our shared stories and insights provide a rich context for the theories and constructs discussed throughout the course. To help encourage and incentivize discussion participation among all students, I will assess your participation in class discussions, written prompts, and activities several times during the semester, if not during every class period.

I will call on everyone; yes, even if you didn’t raise your hand! This learning technique is not to embarrass you or make you feel put-on-the-spot. Rather, this technique is used to assess students’ understanding of concepts and help all students actively engage with course content. ‘Cold calling’ on students ensures that everyone is accountable for the course content and encourages each student to begin to formulate a possible answer. This technique increases student engagement and achievement, which is what you’re here for!

Part of your participation grade may include homework. These assignments may be distributed in class (and be due the next class period), or these assignments may be part of your weekly course assignments that are noted in the course calendar. Some homework may be unannounced take-home quizzes or short in-class ‘pop’ quizzes at the beginning of class to assess your knowledge of the assigned readings. Homework is always due by the time class begins on the assigned due date, unless otherwise noted.

In regard to Participation, I want to emphasize the importance of “quality” as much as “quantity.” You don’t have to talk all the time to receive a “high participation” score; in fact, you are better off contributing a few high quality, topic-relevant comments that

show you did the reading than many low quality, personal observations or stories that don't illustrate your understanding of the reading. Participation may also take the form of Q&A, in-class activities/simulations, student discussion leader, micro team presentations, etc.

Distracting, inappropriate, and/or unprofessional behavior(s) will result in the student earning zero (0) points for participation on each day these behaviors occur. If this type of behavior is a pattern, the student will be asked to schedule a meeting with the professor. In more serious circumstances, other university officials will be notified.

Detailed grading rubrics for participation and discussions are located in the "Files" folder on Canvas. Be sure to review the criteria. Below, a condensed overview of participation criteria is presented:

<p>High Participation (full credit)</p>	<ul style="list-style-type: none"> • Participant offers solid analysis, without prompting, to move the conversation forward. • Participant, through their comments, demonstrates a deep knowledge of the text. • <i>Participant has come to the seminar prepared and <u>it is clear they completed the reading(s)</u>.</i> • Participant, through their comments, shows that they are actively listening to others. • Participant offers clarification and/or follow-up that extends the conversation.
<p>Some Participation (half credit)</p>	<ul style="list-style-type: none"> • Participant offers some analysis, but needs prompting from the instructor. • Through comments, participant demonstrates a general knowledge of the text. • Participant is less prepared and does not appear to have read materials <i>closely</i>. • Participant is actively listening to others, but does not follow-up on others' comments • Participant relies more upon their opinion, and less on the readings or materials.
<p>No Participation (0 credit)</p>	<ul style="list-style-type: none"> • Participant is not present in class. • Participant offers little or no commentary. • Participant comes to the seminar ill-prepared with little understanding of the topic. • Participant does not listen to others, offers no commentary. • Participant distracts the group by interrupting or offering off topic questions or comments.

	<ul style="list-style-type: none"> • Participant engages in inappropriate discourse (off-topic, offensive, threatening, racist, sexist, etc.). • Participant is using technology and not engaging in the discussion.
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More details about assignments and requirements are provided in class and on Canvas.

Grading Scale

650 - 585 pts. = A 90%-100%

584 - 520 pts. = B 80%-89%

519 - 455 pts. = C 70%-79%

454 - 390 pts. = D 60%-69%

389 - 0 pts. = F 0%-59%

Course Policies

Feedback

Feedback from the professor and your peers is an essential part of this course. Feedback should be used not only to assess how well you've done, but also to help you grow; to expand your skills; to identify areas in need of improvement, and; to help you master course learning outcomes! In noting how important feedback is to this course, a few tips on how to provide and receive constructive feedback:

Providing feedback to others:

- All feedback is to be constructive, professional, and encouraging. You should identify areas in need of improvement and errors, but do so in a way that is sincere and aimed at encouraging to the receiver.
- Give feedback on others' work, not their personality, looks, etc.
- Give descriptive, **specific**, non-judgemental feedback.
- Give feedback on immediate assignment/behaviour, not on the past.
- Share your perceptions and feelings based on the evidence/actions.
- Give feedback only when asked and on the topics asked about.
- Do not give people more feedback than they can understand. KISS: Keep It Short 'n Sweet
- Focus your feedback on actions that the person can change.
- Take accountability; use "I" statements when crafting feedback.

- The Sandwich Method: Start with a positive comment, then provide the constructive feedback addressing the areas in need of improvement, and end with a positive comment.

Receiving feedback from others:

- Thoroughly read all feedback. Take some time to process the feedback.
- If you are upset by the feedback, give it a day. Think about it for a day or so. After this, ask the person for clarification. Are you upset by the feedback or something else? Did you put the effort in that was needed? Did you proofread? Did you follow the instructions and check the grading rubric before submission?
- Do not take it personal! Feedback in our class is meant to help you grow and master course-related skills. Being able to understand and respond to feedback is an important skill for your life in academia, in the professional world, and in personal relationships.

Grading

Why are grades important? Well, they serve multiple roles, including:

- evaluation of the quality of student work;
- communication of performance to the student, employers, and graduate schools;
- motivation for students to study and put effort into the course;
- a defined organization, with grades marking transitions or bringing closure to sections of a course; and
- faculty/student reflection of what students are collectively learning and how instructors might adapt their teaching

Source: Walvoord, B. E., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

“C” or Lower: All students that receive a “C” or lower on any major assignments are highly encouraged to come to office hours. Please take responsibility and accountability for your learning and improvement. Remember, learning is a process and I am here to guide you along the way! These meetings are meant to help you strategize your planning, preparation, and performance for the future so that you can achieve mastery in course concepts and skills. These meetings will be productive, supportive, and dialogic.

Grade Discussion: Wait *at least* 24 hours after receiving a grade to talk with the professor about your grade (unless there was an error in calculation of the grade). I ask that you wait so that you can look back over the assignment and review your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade. After this, you are to discuss any extant concerns with the professor in a scheduled meeting or during office hours. The tone of all meetings concerning grades are to be respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will **not** discuss individual grades during class time. Nor will I entertain grade complaints during class

time. I will **not** discuss grades/grading/etc. via email. Such discussions are to occur in a meeting and having a meeting does **not** imply that a grade will be altered.

After a meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (*again, only after a meeting*). I must receive the e-mail within two days of its request; include your specifications and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. You cite sources and course material to support your written appeal. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade.

Earning Your Grade: You will receive the grade that you *earn* throughout the semester; so, please start working hard early on and applying feedback you've received early on, too. Review feedback on your assignments through Canvas, in writing/email, and/or schedule a meeting with me to receive additional feedback. Drop by my virtual office hours! Review course policies. Thoroughly read assignment instructions and rubrics. Review your class notes and readings before AND after class. Take advantage of extra credit opportunities, which are provided to the entire class—not individual students. Remember, learning is a process—one that requires iteration, effort, feedback, and application of feedback.

E-mail & Communications

UT-Tyler e-mail is my preferred form of contact. Allow a 48-hour window for a response. I cannot guarantee that emails sent the day before or the day of an assignment due date will be answered before the due date; thus, plan ahead and begin working on assignments well before the due dates!

You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. It is in your best interest to write your course emails with professionalism in mind. Also, be sure to include the course number and specific topic of discussion in the subject line, address the email to your recipient, specify what you are referencing in as much detail as possible in the body of the email, and sign your first and last name in the email.

All students must email the professor using their UT Tyler assigned email. All other emails will not be responded to (e.g., Gmail, Yahoo, etc.). This policy is in place to protect you and your privacy.

All students are required to check their UT Tyler email as well as Canvas for course-related announcements. Please be sure to have your Canvas settings configured so that you receive the Canvas announcements in your UT Tyler email and receive Canvas notifications for our course. Failure to check course-related communications or failure to configure your email/Canvas

settings to receive this information is not an excuse for missing assignments, lecture, or any other course-related information/changes/assignments/etc.

Due Dates and Late Work

You should always strive to turn in course assignments on the noted due dates. However, life happens—and I know this! The assignments in this class are vital to your success; thus, I want you to complete them, even if it is a bit late. However, late work should not become a norm. Late work is not ideal for a variety of reasons, one top reason being point deductions. For each day an assignment is late, 10% of the assignment's points will be deducted. After five days of lateness, assignments are no longer eligible for late submission and will receive zero points.

Below, an example is outlined:

- Assignment 1 is due on Thursday at 2:00pm, worth 100 points.
- You submit Assignment 1 on Thursday at 5:00pm. The highest grade you could get is 90 points (10% deduction for being one day late).
 - Note: The 'one day' late starts the minute after the assignment due date time. In this example, 2:01pm would technically be 'late.'
- Let's say another student submits Assignment 1 on Friday at 8:00pm. The highest grade they could get is 80 points (10% deduction x 2 days late = 20% reduction).
- The following Tuesday at 2:01pm is the fifth day in the late work sequence and the late assignment would not earn any points at this point.

Feedback for late assignments will be provided at a time convenient to the professor. I set up specific times to grade and provide students with timely feedback; thus, due dates are also important for this reason. Assignment submitted late may conflict with other course timelines or priorities; thus, timely feedback (like what is given for assignments submitted on time) is not guaranteed for late work.

Exceptions: Assignment make-ups will be allowed only in emergency situations with verifiable documentation (e.g., doctor's note, jury duty summons). Work-related events do not qualify as an extreme emergency. The course schedule and due dates are set well in advance and students have access to this information; thus, please plan accordingly. In order to make up an assignment:

- The student must take the initiative to contact the professor for permission to do a make-up an assignment within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and will have earned zero points.
- Verifiable documentation that excuses the student's absence must be provided to the professor before a make-up opportunity is discussed or scheduled. Such documentation should be provided to the professor within two days of the student's absence.
- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the

speech.

- There must be sufficient class time remaining for the student to make up an assignment. If not, the student may have to make-up the assignment in the professor's office at a set, scheduled time.

Attendance

You are a vital part of this class; so, come and arrive on time! Students that miss more than two (2) classes (unexcused) will likely notice a substantial impact on their grade due to missing discussions, application activities, etc. On the third absence, -10 points will be deducted from the student's final grade. A deduction of -10 points will accrue for each unexcused absence from the third absence onward.

Students who miss two or more classes often perform poorly on course assessments. Furthermore, I do track attendance in Canvas so that I can see correlations between student attendance, effort, performance, outcomes, and grades. If you acquire two (2) or more unexcused absences, it is likely that the professor will check-in with you via email and ask you to schedule an appointment with her to ensure that you are setup to succeed in the class.

If you arrive late to class, it is your responsibility to ensure that the professor marks you present. Attendance will be taken at the beginning of class. If you leave class early without notifying the professor, you will be marked absence. This clause is applicable to Zoom/online courses as well.

If you know you will miss class due to a university-related activity, let me know beforehand. These are excused *with proper notice*, but course work is still expected to be turned in on time. If you are absent from class—for any reason—it is *your* responsibility to determine what was missed, to hand in any work, and complete any homework or readings that were assigned in-class during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), you must contact me before the missed class. As this is a synchronous class, lecture and discussion will not be recorded/posted online.

Diversity and Classroom Civility

People and ideas must be treated with respect in the classroom. We all bring unique, valid, and diverse experiences to the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, racist, sexist, homophobic, etc. and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the student(s) being removed from the classroom. The Department Chair and/or College Dean may be notified if the infraction is major, which may result in more serious repercussions.

Expectations for Respectful Dialogue & Behavior

We all come to the classroom with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from our differences. Rather, we should show respect for differences by seeking to understand, taking ownership for our learning and growth, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody walks away with new perspectives on the issue and respecting others with different values or beliefs.

If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what they meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

At your comfort and convenience, please let the professor (and the class, if desired) know your preferred name and preferred gender pronouns. Please note, you do not and are not required to ever share this information if you do not want to.

Everyone's diverse identities are to be respected. In the case that a student ridicules, threatens, violates, disrespects, etc. another student's gender, sexual, racial, religious, ethnic, physical, etc. identity/ies, that student will be in violation of the Classroom Civility policy and likely the Expectations for Respectful Dialogue policy (and likely other policies for our class and at the university-level, too). In these instance, the student will be asked to leave the classroom and the incident will be reported to the appropriate university personnel, such as the Office of Student Conduct and Intervention, the CAS Dean, etc.

Electronics and Technology Policy

All electronics and technology that are being used in the classroom must be for purposes related to the class. Meaning, students are not permitted to use electronics and technology for non-education purposes (e.g., texting friends about lunch plans, surfing social media, etc.). All electronics must be placed on 'silent' mode and students should be muted on Zoom unless they are called on or engaged in class discussion.

Students tend to learn more when taking notes by hand (compared to typing notes during class). Also, refer to an article written by Ann Curzan from *The Chronicle* as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>. Research has shown that taking notes on laptops may not be as effective as paper-and-pen note-taking ([Mueller & Oppenheimer, 2014](#)). Writing by hand helps encode information, offers fewer distractions than a laptop, and enables you to customize your notes. Although students may write more notes with a laptop than by hand, it is more likely that they are directly copying what the professor has stated without thinking fully about what they're writing. Pen-and-paper note-takers are more selective in what they write down, and they process the information from the lecture more fully ([Mueller & Oppenheimer, 2014](#)). You may

use an electronic device to take class notes, but in the event that class notes are permitted for use on an exam, they must be handwritten or printed out and verified by the professor. NO electronic devices will be allowed during in-person exams.

The professor will kindly remind you on your first occurrence if you violate the electronic and technology policies. If a student has to be told to put their phone/laptop/other electronic device on silent or put it away beyond this, or is using any other device inappropriately or in a distracting manner, they will not earn points for that day and/or their grade on the next assignment will be lowered by *-10 points*. If subsequent behavior takes place, your final grade for the course will be lowered by *-10 points for each additional occurrence*. Students violating this policy may be asked to leave the classroom and to visit the professor in her office hours. It is the student's responsibility to attend office hours in this case. If you must use your phone or electronic device during class for purposes not related to the course, please quietly excuse yourself.

Zoom/Online Lectures

Please show up to class on time via Zoom. Your camera should be turned for the entirety of class. You should be visible from the chest up. This helps us build a sense of community and promotes an engaged classroom environment. You are required to be prepared to engage in discussion; thus, be sure to 'unmute' yourself when asked. **You must join through your UT Tyler Zoom accounts.** You must have your full name displayed when using Zoom for class. Please ensure you have a working laptop, camera, microphone/audio, and solid internet connection.

Students attending class via Zoom or another online modality are expected to participate in class at the same level as they would in-person. Please use proper virtual etiquette (e.g., ensuring you are muted when the professor or another student is presenting, refraining from surfing the web during class, responding to the professor if you are called on, etc.).

Lectures for this synchronous course will not be recorded. However, there may be instances when the professor might record these lectures and post them to Canvas. Thus, please be aware of this policy. No one but the professor is to record the Zoom/online lectures or meetings. Only registered students are permitted to attend Zoom/online lectures or meetings. Students are not permitted to share any online/Zoom course content, share Zoom invite links or passcodes, etc. or anything else that would threaten the safety and security of the class, your peers, or the professor. Unless otherwise noted, lectures will not be recorded when operating our regularly scheduled course modality (i.e., synchronous face-to-face). Lecture will only be recorded if and when the professor deems necessary and/or we are unexpectedly mandated to function as an online course. The university positions on course recordings is presented below:

Class sessions may be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other

information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.

For any asynchronous lectures that are pre-recorded and uploaded to Canvas, *I try to keep the videos for each chapter 35 minutes or less.* The video lectures will be uploaded via Canvas Studio and located under the “Modules” tab in the appropriate week/module number section (unless noted otherwise).

Students are responsible for understanding how to operate Zoom and having the proper technology and materials needed to comply with Zoom/online lectures.

Canvas Support

It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, seek out help:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler’s Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler’s Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler’s Office of Digital Learning for Canvas at: 903.566.6200 or canvas@uttyler.edu

College-Worthy Work is Expected

Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. All assignments must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources used in your papers/outlines (using APA format), within text and on a reference page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult [Purdue OWL’s website about APA](#).

Paper/outline headings should include the student name, course name/number, and assignment title. Papers/outlines will be turned in via Canvas. Word documents are the only type of documents accepted, unless otherwise noted. Assignments submitted in the wrong format will earn zero points. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

Elasticity Clause

The professor reserves the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes. Further, if it is decided that moving to a hybrid or online format is needed, students will be notified immediately of such changes.

Plagiarism

In addition to UT Tyler's Academic Honesty and Student Standards of Academic Conduct policies (listed in forthcoming sections), students are also required to adhere to the following standards:

The "Common Knowledge" Clause. Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know (e.g., Humans once painted in caves. Berlin is the capital of Germany.).

The "10% Rule". As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else's words, regardless of proper quotes or citation.

Intent. When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents. The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance. A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration. Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment, unless noted otherwise. Having someone proofread your work is fine and encouraged.

Disciplinary Action for Plagiarism. Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in a "F" for the course and possible disciplinary action by the university.

All instances of plagiarism will be reported to the Office of Student Conduct and Intervention. No exceptions.

Financial & Tutoring Resources for Students

- On-Campus Food Pantry
Website: <https://www.uttyler.edu/service/food-pantry.php>
Location: Library 223

Email: patriotpantry@uttyler.edu
Phone: 903.565.5645 (Student Engagement)

- University Health Clinic
Website: <https://www.uttyler.edu/clinic/>
Location: 3310 Patriot Drive, Tyler, TX 75701
Option for student health insurance:
<https://www.uttyler.edu/wellness/studenthealthinsurance.php>
Phone: 903.939.7870
- Center for Student Financial Wellness
Website: <https://www.uttyler.edu/center-for-student-financial-wellness/tools-and-resources/>
Location: Center for Student Financial Wellness, STE 381, 3900 University Blvd.
Email: csfw@uttyler.edu
Phone: 903.565.5978
- Student Financial Aid and Scholarships
Website: <https://www.uttyler.edu/admissions/financialaid/>
Email: admissions@uttyler.edu
Phone: 903.566.7203
Scholarship info.: <https://www.uttyler.edu/scholarships/>
Grants info: <https://www.uttyler.edu/admissions/grants/>
- Resources for New Students
Website: <https://www.uttyler.edu/admissions/newstudents/>
- PASS Tutoring Center
The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.
Website: <https://www.uttyler.edu/tutoring/>
Phone: 903.565.5964
Email: tutoring@uttyler.edu
- Upswing (24/7 Online Tutoring)
Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.
Website: <https://uttyler.upswing.io/>

Extra Credit

Over the course of this semester, I may present a few opportunities for extra credit. I want students to have the opportunity to demonstrate their learning and work towards mastering

the learning outcomes and skills relevant to this class. Opportunities are noted below and any ad-hoc opportunities (if any) will be posted to Canvas and/or discussed in class:

- If you go to the writing center to get help on your Final Paper (any component) and submit verifiable documentation to the professor, you can earn up to +10 bonus points. You can only earn these bonus points once. April 22 is the last day that this opportunity can be submitted to the professor.

University Policies

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Instructors can ask students who do not comply with these requirements to leave class in the interest of everyone's health and safety. They may also report the incidences of non-compliance to the [Campus Assessment, Response, and Evaluation \(CARE\) Team](#). However, at no point should the instructor or other students put themselves into an unsafe situation while attempting to enforce the face-covering policy.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including

students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Academic Honesty Policy

Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action. **(See next section for University Policy)**

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- “Cheating” includes, but is not limited to:
 1. copying from another student’s test paper;
 2. using, during a test, materials not authorized by the person giving the test;
 3. failure to comply with instructions given by the person administering the test;
 4. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 5. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 6. collaborating with or seeking aid from another student during a test or other assignment without authority;
 7. discussing the contents of an examination with another student who will take the examination;
 8. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 9. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

10. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 11. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 12. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 13. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - All written work that is submitted will be subject to review by plagiarism software.

The UT-Tyler Writing Center

The Writing Center (<https://www.uttyler.edu/writingcenter/>) provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

If you go to the writing center to get help on a course assignment and submit verifiable documentation to the professor, you can earn up to +10 bonus points. You can only earn these bonus points once. April 22 is the last day that this opportunity can be submitted to the professor.

Appointments:

Phone: 903.565.5995

Email: writingcenter@uttyler.edu

Address: UT-Tyler Campus, CAS 212, 3900 University Blvd.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability,

including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

Student Counseling Center

The Student Counseling Center is committed to student success through supporting students in developing balance, resiliency, and overall well-being both academically and personally.

Regular Phone: 903.565.5746

24/7 Crisis Line: 903.566.7254

Website: <https://www.utt Tyler.edu/counseling/>

Address: UT-Tyler Campus, Student Counseling Center, 3900 University Blvd.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the **Census Date (January 24, 2022)** of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The **Census Date (January 24, 2022)** is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester. Accommodations will be negotiated with the student to ensure their religious observance.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Other UT Tyler Resources for Students

- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
 - The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
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Course Calendar Spring 2022

Week	Date	Topic	Reading/Assignment <i>All assignments are due by 2:30pm on the noted due date</i>
1	Jan. 10	Syllabus/Course Overview Course Packet (Canvas) Syllabus Reconn. Activity	
	Jan. 12	Intro. to Interviewing: Interviewing Defined & Types **Assign Field Project**	Chapter 1 Course Packet (pp. 10-19)
2	Jan. 17	MLK Jr. Day	No Class
	Jan. 19	Interviewing Process & Approaches: An Interactive, Collaborative Communication Process Field Project Topics	Chapter 2 Field Project—Topics Due (discuss in class/email/discussion board)
3	Jan. 24	Establishing Criteria for Field Project Proposal **Assign Probing Interview** <i>Partners assigned</i>	Course Packet (pp. 2-9)
	Jan. 26	<u>Questions</u> : Open/Closed; Primary/Secondary; Neutral/Leading	Chapter 3 (pp. 43-53) Course Packet (pp. 20-23)
4	Jan. 31	<u>Questions</u> : Phrasing Issues & Common Pitfalls **Assign Clipbook **	Chapter 3 (pp. 54-57) Field Project—Topic Proposals Due
	Feb. 2	Structuring the Interview & the Informational Interview	Chapter 4 Chapter 5

		Schedules: Openings, Closings & Sequences	
5	Feb. 7	Journalistic Interviewing Guest Lecture: Dr. Terry Britt Probing Interview Workshop (time permitting)	Readings: TBA
	Feb. 9	Note-Taking Review Probing Interview criteria	Chapter 5 (review pp. 89-102)
6	Feb. 14	Probing Interviews <i>**be sure to bring all required materials to class & submit on Canvas, too**</i> Peer Evaluations – bring forms to class	Probing Interview Materials Due
	Feb. 16	Probing Interviews <i>**be sure to bring all required materials to class & submit on Canvas, too**</i> Peer Evaluations – bring forms to class	Probing Interview Materials Due
7	Feb. 21	The Survey Interview (“research”) IRB Mandates/Training	Chapter 6 UT Tyler IRB Training webpage: https://www.uttyler.edu/research/compliance/irb/training/ UT Tyler IRB Handbook (pp. 9-14): https://www.uttyler.edu/research/compliance/files/irb/handbook-irb.pdf Probing Interview Self-Assessment AND Interview Transcripts Due
	Feb. 23	Research Day & Overview of Resources	

		UT Tyler Librarian Presentation: Ms. Garza	
		Review Clipbook Article Presentations (review/practice—if time permits)	
8	Feb. 28	Review for Exam One	
	Mar. 2	Exam One (on Canvas)	
March 7-13: SPRING BREAK			
10	Mar. 14	Persuasive Process, Theories & Evidence <i>Partners for Clipbook/Employment Interview</i> <i>Review Presentation Criteria for next week</i>	Chapter 10
	Mar. 16	Interviews in Real-World Contexts: Counseling and Healthcare	Chapter 11-12
11	Mar. 21	Clipbook Article Presentations	Review pp. 325-330 Clipbook Peer Evaluations Due
	Mar. 23	Clipbook Article Presentations	Clipbook Peer Evaluations Due
12	Mar. 28	The Employment Interview **Assign Employment Interview**	Chapter 8 Course Packet (pp. 20-39) Field Project—Report Due including Critique Forms from interviewees
	Mar. 30 <i>Central States Communication Association Conference</i>	Workday	No Class
13	Apr. 4	Recruiting & Employment Interviews: Resumes & Cover Letters	Chapter 7 (pp. 154-158) Chapter 8

	Apr. 6	<u>Answering</u> Questions as an E	Review Chapter 8 (pp. 197-203)
14	Apr. 11	<u>Asking</u> Questions as an E	Review Chapter 8 (pp. 203-207)
	Apr. 13	EEOC Guidelines Networking Skills <i>Review schedule for next week (use class time for EIs)</i>	Review pp. 178-182 Chapter 7 (pp. 147-153) Clipbook Due
15	Apr. 18	Employment Interviews	
	Apr. 20	Employment Interviews	Employment Interview Materials Due including evaluations & self-critiques
16	Apr. 25	Study Day	No Class
	Apr. 26	Exam Two (on Canvas)	

****The course calendar is subject to change****