School for New Learning  
SW 295: Successful Interviewing  
Spring 2017

Instructor: Joseph Izzo  
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630-212-7376
In-person meetings by appointment

Course Dates
Wednesdays, March 20 - June 7, 2017
6:15 – 9:30 pm

Location: Naperville Campus

Description
Interviewing for a new job or promotion, hiring an employee, maintaining communication with your teenager, getting help with buying a car and ordering side dish at a restaurant. Each of these interactions is an interview; each includes the process of asking and answering questions. You can learn how to prepare for and be part of a successful interview by gaining fluency and finesse in the techniques of interviewing. The course emphasizes learning activities for hands-on experience with interview structure, questions and responses for the role of interviewer and interviewee.

Learning Resources
- DISC Assessment: Behavioral analysis tool purchased by students  
*Instructor will provide access information.
- Readings, case studies and additional learning materials are provided through D2L.

Learning Outcomes
Students gain understanding of and experience with how to:
• identify an interview
• use a process of interpersonal communication
• structure an interview
• develop effective questions and answers
• prepare to lead and participate in an interview
Course Competences

FX Focus Area
Analyze, articulates and applies interviewing techniques in a variety of professional settings.
Students develop a foundation for understanding interpersonal communication within the context of an interview. Then, they apply that understanding to prepare for and conduct interviews in their area of focus. Interactions during class meetings and assignments allow students to explore, apply skills and demonstrate understanding.
Through this competence, students learn to:
• Apply the skills of interviewing to their area of interest
• Prepare for and tailor the content of an interview
• Conduct interview(s) in their area of focus

H3X: Individual Development
Uses interpersonal communication theories and skills to understand one’s own role in interviews.
Students apply a model of interpersonal communication and a definition of an interview to identify and participate in interviews, and to analyze their own role in the exchanges. Interactions during class meetings and assignments allow students to explore, apply skills and demonstrate understanding. Through this competence, students learn to:
• Identify the components of interpersonal communication and interviews
• Identify different types of interviews
• Prepare for and participate in a variety of interviews
• Adapt their skills to be effective in interviews

L7: Collaborative Learning
Learns collaboratively and examines the skills, knowledge and values that contribute to such learning.
• Participates in a learning project with others (conducted during class meetings).
• Applies collaborative learning skills, such as communication, skills of group dynamics, etc.
• Reflects on one’s ability to contribute to collaborative learning using one model or theory.

Students apply a model of collaboration to in-class interactions and assignments to explore, demonstrate understanding of and apply skills of interviewing. Students learn to:
• Identify their own and others’ behavior styles
• Understand the roles present in an interview and the impact for group dynamics
• Apply a model of collaboration to effectively plan for and conduct interviews

S3X: Science and Technology
Analyze the impact of technology on interviews from the perspective of the interviewer and interviewee.
• Participates in interviews conducted with technology (telephone, video, Internet, etc.)
• Analyzes how the presence of technology shapes or changes the interview

Interpersonal communication is impacted during interviews conducted through the phone, e-mail, chat, Skype and other electronically mediated methods. Through this competence, students learn to:
• Identify differences between face-to-face and non-face-to-face interviews
• Understand the impact of technology on interpersonal behavior
• Identify the elements needed to interview effectively electronically
• Plan for and conduct interviews through technology.

Learning Strategies
Students develop awareness, understanding, skill and ability with different aspects of interviewing. Topic areas build on each other; in this way, students develop familiarity with previous content as new concepts are introduced. Students complete the assignments by using the lens of their competence to apply and/or reflect on the content.

Activities and assignments are designed to accommodate diverse learning styles. The course includes the following learning experiences:
• Assigned readings, videos and audio recordings as preparation for class discussion and activities
• Class discussion
• Individual, small group and class activities
• Self-assessments
• Written assignments

D2L is used for communication outside of class meetings, to submit assignments, track grades and to access supplement readings and other resources.

Learning Deliverables Assignments

Interview Insights Essays 333 points / 33%
Students complete a series of brief essays to integrate the course experiences, readings and topics with individual reflection, through the frame of their competence.

Due dates
See Course Schedule for due dates.

Components
In-class time for writing and independent writing combine to enable students to complete the assignment. For each Interview Insight Essay, students are given a focus topic to explore.

Link to Outcomes
The topic for each Interview Insight Essay is linked to individual competence.
Field Interview Project 333 points / 33%
Throughout the duration of the course, students apply the skills of interviewing to prepare for and conduct an information-gathering interview. The topic is of their choice and reflects relevant aspects of their competence. Past projects have included research for career and job change, explore an area of interest, and conduct research.

Components
Each student prepares for and conducts an interview, provides a record of the process and analyzes the experience as it relates to their competence(s).

Due dates
See Course Schedule for due dates.

Link to Outcomes
Through the focus to develop a plan for and lead an interview, students are immersed in the successful interview practices covered throughout the course. The learning is focused according to the competence.

Attendance and Participation 333 points / 33%
All of us have a responsibility to create the learning environment for this course. We each contribute to an optimal learning environment by arriving at class on time, prepared to focus and engage with each other and with the course material.

Students may earn up to 33 points per class meeting for attendance plus participation in discussions and activities.

Attendance: Attendance is required. That means all classes, in their entirety.
- Absence and late arrival make it challenging to keep up with coursework, are disruptive to fellow students and complicate assessments.
- Points earned are prorated in response to consistent late arrival or early departure.
- Missing class time makes it more challenging for you to earn the grade you’re hoping for. Students who miss any classwork are subject to a reduction in grade. Students who miss more than 10% of the course are subject to failure.
- Life happens. Plan to let the instructor know as soon as you can in advance of a need to miss class or when you know that you will arrive especially late. If there’s an absence due to an emergency, please contact the instructor as soon as possible.
- It is the student’s responsibility to get missed class notes from a fellow student.

Participation: Each student’s experience contributes to the group’s learning. Each student is expected to participate in class activities and is encouraged to share experiences that are relevant, appropriate and meaningful to class discussions.
Assessment

- Additional detail about individual assignments is provided separately.
- All assignments for the competence must be completed.
- All assignments are due by the specified due date. Late assignments require advance approval and are subject to deductions.

Grading Criteria and Scale

Individual assignments carry specific components for students to address to demonstrate learning. The instructor provides feedback for individual assignments in the form of written comments and points earned. Writing skills are evaluated for the clarity of expression and the student’s effectiveness in relating conclusions to evidence presented.

Assignments are evaluated as follows:

100 - 90 = A to A-: Work of high quality; reflects thorough and comprehensive understanding of the issues; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support.

89 - 80 = B to B-: Designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

79 - 70 = C to C-: Designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

69 - 60 = D to D-: Designates work of poor quality which does not meet minimum requirements; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; superficial and/or simplistic treatment of material; may indicate that student has not done reading assignments thoroughly.

Final grades reflect the work demonstrated in the completion of all assignments, attendance and participation. Grading is based on evidence the student presents in class and in assignments; it is the student’s responsibility to demonstrate an understanding of the skills and knowledge gained.

Pass/Fail is an option for some students. Please review Pass/Fail Grading Options and discuss with the instructor.
Course Schedule (subject to change; updated Course Schedule provided at first class)

Week 1 - April 06: Interviewing Essentials  
Objective: Learn to identify an interview and model of interpersonal communication.  
Assignments  
• Readings in D2L  
• DISC Assessment  
• Interview Insights Record, due by 4/12

Week 2 - April 13: Listening: The VIP (Very Important Part) of an Interview  
Objective: Students explore different listening and learning styles, and how those impact an interview.  
Learning Strategies: Listening self-assessment, practice one-on-one and in small groups, learning style preference and connection to listening.  
Assignments  
• Readings in D2L  
• Field Interview Topic Proposal, due by 4/19

Week 3 - April 20: Design Workshop  
Objective: Understand the components of a successful interview.  
Learning Strategies: You’re the architect: Design and lay the foundation for an interview. Introduction to and practice with Behavior-Based Interviewing.  
Assignments  
• Readings in D2L  
• Field Interview Guide first draft, due by 4/26

Week 4 - April 27: Interview Plan  
Objective: Gain understanding and comfort with the use of an Interview Guide.  
Assignments  
• Readings in D2L  
• On-line practice interview, complete by 5/3

Week 5 – May 4: Job Search Tips & Techniques  
Objective: Gain understanding of employment interviewing trends and tools available.  
Learning Strategies: Guest speaker, practice interviews.  
Assignments  
• Readings in D2L  
• Ongoing: Independent work to complete Field Interview Project  
• Interview Insights Record, due by 5/10
Week 6 - May 11: Tools of Persuasion
Objective: Examine the role of persuasion and experience communication tools for persuasion.
Learning Strategies: Practice with applying persuasion to job search in the elevator pitch and developing stories.
Assignments
• Readings in D2L
• Ongoing: Independent work to complete Field Interview Project

Week 7 - May 18: Tech Shop Talk
Objective: Review options for making use of technology in an interview; understand the impact of technology on communication.
Learning Strategies: Engage in interviews with Skype and telephone.
Assignments
• Readings in D2L
• Ongoing: Independent work to complete Field Interview Project
• Update/create LinkedIn profile, due by 5/24

Week 8 - May 25: Get Social
Objective: Understand the options for using social media in job search.
Learning Strategies: Review and provide peer feedback on profiles.
Assignments
• Ongoing: Independent work to complete Field Interview Project

Week 9 – June 1: Reports from the Field
Objective: Learn from others’ experiences in completing the Field Interview Project.
Learning Strategies: Discuss learnings and findings from work on the Field Interview Project.
Assignments
• Submit final Field Interview Project, due by 6/7

Week 10 - June 8: Course Review
Objective: Gain understanding of the role of ethics in interviews. Review the application of tools, techniques and practices used to conduct interviews.
Learning Strategies: Discussion, course review.
Assignments
• Interview Insights Record, due by 6/14
Course Policies
This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)

Course Resources
- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

Instructor Bio
Joe Izzo has a professional background in business development, staffing & recruitment, training and writing. As a professional consultant and sales mentor, Joe focuses on behaviors in order to understand areas of development for his clients.

Joe holds an MS in Communication from Northwestern University and a BA in Liberal Studies with a Focus on Business Development Strategy and Analysis from DePaul University.

At DePaul University, Joe teaches in the Applied Behavioral Sciences and Leadership Studies tracks at the School for New Learning.