COURSE NUMBER: CJ403
COURSE NAME: Interview and Interrogation
Fall 2015, Session II – Rainsville
Thursday, 10/ 8, 15, 22, 29, 11/ 5 from  5:30 p.m. - 9:30 p.m.

INSTRUCTOR’S NAME: Mr. Tyler St. Clair

CONTACT INFORMATION: tstclair@hawks.huntingdon.edu

COURSE DESCRIPTION: This course acquaints students with basic concepts of communication. It focuses on how to become a knowledgeable interviewer and interrogator by covering interview and interrogation objectives, preparation, approaches, and technical aids. This course uses discussions and practical exercises to cover the techniques used to extract information from witnesses and suspects. It also examines different interview and interrogation styles and techniques as they are used for specialized purposes.

PREREQUISITE: CJ100 (or equivalent)


COURSE LEARNING OUTCOMES: At the end of this course, students will be familiar with various aspects of interview and interrogation, including:

- The differences between and the similarities of interview and interrogation;
- The different types of interviews, including their processes and uses;
- Verbal and nonverbal communication;
- Specialized interviews;
- How to detect deception in an interview/interrogation setting;
- Techniques of conducting interviews and interrogations.

COURSE ASSIGNMENTS & GRADING CRITERIA:

Exams: Five quizzes. Each quiz is worth 100 points, for a total possible of 500 points from quizzes. Each quiz covers the subject matter of its respective class session and is not cumulative. Each quiz will also include one discussion question which may be answered at your option. Discussion answers will be evaluated, and points earned will be “bonus” points for the respective quiz. The purpose of the quiz is to make certain that you have read the text. Questions appearing
on the quiz may not necessarily be taken from the presentation and discussion of the material during the class.

**Writing Assignments:** There will be a writing assignment due for each class. Each writing assignment will be worth 25 points, for a total possible of 125 points from writing assignments. The subject matter of each writing assignment will be taken from the material covered in the text for that class period. The purpose of the writing assignments is to assess your critical thinking skills and ability to apply what you have learned in the text to a real-life situation. Wherever you see instructions to “use the Internet and do a search,” please do the following: a) go to the Library’s web site, and use our online catalogue (Countess OneSearch); and b) go into the Library’s databases. If you do not find what you are seeking there, you may search the Internet at large, but do not use Google; use Google Scholar for your searches.

Quiz scores will be averaged and will be equivalent to 50 percent of your overall grade for the course. Written assignments will be equivalent to 40 percent of your overall grade for the course. Participation will make up the additional 10 percent of our overall grade for the course.

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<tr>
<th>Grading Elements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<td><strong>Total Points</strong></td>
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**GRADE POINT EQUIVALENTS** - Describe the point range for each letter grade.

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59-below

**ATTENDANCE POLICY:**

**Absences and Tardiness – All students are required to attend the first session.** Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation** – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.
Late Assignments – Late assignments are **NOT** accepted unless under extreme emergency situations.

Accommodation of Special Needs- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

Huntingdon College Library: As an EB student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library’s web site at [http://library.huntingdon.edu/](http://library.huntingdon.edu/) and under “EB Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases. Should you ever have a problem accessing the Library’ electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu).*  

* Among the Library’s electronic resources, you will find a number of databases specific to the area of business administration and its allied fields of study (e.g. databases within /EbscoHost/, /Gale/, and /ProQuest/, as well as /Oxford Journals/). You will also find databases that support your core courses in such fields as English, history, communications, the arts, and the sciences. You may be familiar with the AVL (the /Alabama Virtual Library/) and have your own AVL card. As a student at Huntingdon College, you no longer need to maintain your own AVL card, if you access the AVL through our web site. Simply click on “Campus &Library” rather than “Home.
Access” within the AVL. A few other mentions: /Countess/ is the name of the Library’s online catalogue and among its holdings you will find electronic books. If you want to know what full-text electronic journals are available to you through the Library’s databases, you can use the /Serials Solutions/ link on our web site. You can limit your search by discipline (such as “Business & Economic”). If you use Google for any of your research, we greatly encourage you to use /Google Scholar/ and /Google Books/. These features of Google will direct you to resources appropriate for academic research.*

CLASS SCHEDULE:

Week One – Stewart and Cash Text

Reading Assignment
Chapter 1: An Introduction to Interviewing
Chapter 2: An Interpersonal Communication Process
Chapter 3: Questions and Their Uses
Chapter 4: Structuring the Interview

Writing Assignment #1
Create a list of closed questions, including a number of bipolar questions, on a controversial issue. Interview three people – a friend, a family member, and an acquaintance. Which ones gave you closed, bipolar answers, and which ones elaborated regardless of question types used? How can you explain the differences in the responses? What does this tell you about asking closed questions? Answer the questions in the form of an essay. Be prepared to present your essay to the class.

Quiz #1 at the end of the session.

Week Two – Stewart and Cash Text

Reading Assignment
Chapter 5: The Probing Interview
Chapter 6: The Survey Interview
Chapter 7: The Recruiting Interview
Chapter 8: The Employment Interview

Writing Assignment #2
Read “Quiz 2” on page 252 of the text. Identify the pitfall(s) in each of the 10 questions, and rephrase each question to make it a good question. Be prepared to present your answers and reasoning to the class.
Quiz #2 at the end of the session.

Week Three – Stewart and Cash Text

Reading Assignment
Chapter 9: The Performance Interview
Chapter 10: The Persuasive Interview: The Persuader
Chapter 11: The Persuasive Interview: The Persuadee
Chapter 12: The Counseling Interview
Chapter 13: The Health Care Interview

Writing Assignment #3
Read “A Persuasive Interview for Review and Analysis” on page 323 - 325 of the text. (1) How thoroughly has the interviewer done his homework, including analyzing the persuadee? (2) How does the relationship of the parties affect the interview? (3) How satisfactory are the opening, need, and closing? (4) How satisfactory is the evidence in support of reasons for a change? (5) How effectively does the persuader respond to objections and questions? Explain your reasoning. Be prepared to present your answers and reasoning to the class.

Quiz #3 at the end of the session.

Week Four – Rabon and Chapman Text

Reading Assignment
Chapter 1: A Template, a Set of Requisite Skills, and a Process
Chapter 2: The Honest Truth about Detecting Deception
Chapter 3: Questioning for Quality Information

Writing Assignment #4
Read “Exercise 5, beginning at the bottom of page 63 of the text and continuing on page 64. Answer the questions in “Application Question 9” on pages 64 – 65 of the text. Be prepared to present your answers to the class.

Quiz #4 at the end of the session.

Week Five – Rabon and Chapman Text

Reading Assignment
Chapter 4: The Persuasion Process
Chapter 5:  Pressure/Motive: Understanding Why People Do What They Do
Chapter 6:  The Process of Totality (Putting It All Together)

**Writing Assignment #5**
Read the interview transcript on pages 123 – 135 of the text. (1) If you had been the interviewer questioning the interviewee, what would your strategy have been? (2) Provide an overall evaluation of the interview, listing positive and negative aspects of interviewer performance. Answer the questions in the form of an essay. Be prepared to present your essay to the class.

**Quiz #5 at the end of the session.**