COMMUNICATION 672
SPRING 2007, FRIDAYS, 1:30 am - 4:18 pm
CLASSROOM: DERBY 80
DR. DERVIN
3020 Derby Hall
OFFICE PHONE: 292-3192
OFFICE HOURS: 1:00-3:00, Thursdays
 Because of demand, appointments wise. Ample time allowed in class to handle
 individual student concerns.

TRUTH REQUIRES
A MAXIMUM EFFORT
TO SEE THROUGH THE EYES OF
STRANGERS,
FOREIGNERS, AND
ENEMIES

Taylor Branch, Parting the waters: America in the King Years, 1954-1983

URGENT -- PLEASE PAY ATTENTION TO THIS NOTICE:
This syllabus provides the bear bones. YOU MUST download from the web (see web access list
below) the tutorials and instructions for learning to do and executing your required interviews.
There are also a great many tools to help you online. Consider these online resources YOUR
REQUIRED TEXTBOOK.

URGENT MESSAGE #2 -- ALAS, THIS IS NOT AN ONLINE COURSE:
Online tools are provided to assist students. However, all class business is conducted in class.
Dr Dervin is unable to accept assignments or discuss class by email. Once a week, each
student may send a roster of questions to Dr Dervin with subject line "672 questions".
Questions will be discussed in class on Friday. All assignments are to be handed in during class
except for assignments due finals week. See class calendar.

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SECTION 1: THE BASICS

1.1 COURSE FOCUS:
This course focuses on interviewing. The bottom-line purpose is to learn as much as we can in a 3-month period about what it means to:

    a) listen to and hear another human being;

    b) discipline our own communicating behaviors (i.e., asking, thinking, listening, hearing, non-verbalizing) to make that possible;

    c) attempt to do this systematically so the results can be used in system design and research;

    d) attempt to do this ethically and humanely and in a way that improves conditions for human beings and allows systems to be responsive to and serve humans rather than demanding that humans serve systems.

This course focuses explicitly on interviewing practice, bridging the gap between theories of best communicative practices, and high-minded intentions and the actual embodied practice of interviewing. We will focus repeatedly on what it means to practice communication communicatively, why it seems so difficult, and how once some assumptions are laid aside, in fact interviewing communicatively is joyful, informative, often awe-inspiring, and sometimes life-saving.

The course teaches a particular approach to the qualitative interview, one informed by Dervin's Sense-Making Methodology (SMM). This approach implements a theory of how we can find out what people "really" think, feel, want, and need.   It is to the author's knowledge the most explicitly developed methodologically informed approach to interviewing available. Students who find other candidates for approaches are invited to discuss these alternative options in their papers. Readings are suggested from two other authors who write about qualitative interviewing to provide a contrast. Extensive bibliographies are available both in the class texts and in the class online resources (see below) for students wishing to go beyond class readings.

1.2 RECOMMENDED TEXTS:
(NOT REQUIRED, EXCEPT FOR GRADUATE STUDENTS. BUT STUDENTS WHO WANT A GRADE OF B OR BETTER ARE REQUIRED TO APPLY READINGS TO THEIR FINAL CLASS ESSAYS).

1. Dervin, B., & Foreman-Wernet, L. (with Lauterbach, E.). (Eds.). (2003). *Sense-Making Methodology Reader: Selected writings of Brenda Dervin*. Cresskill, NJ: Hampton Press. [$35.00]. **This is the approach to interviewing we are using in this class.**

2. Weiss, R. S. (1994). *Learning from strangers*. New York: The Free Press. [$15.00]

3. Wengraf, T. (2001). *Qualitative research interviewing*. London: Sage. [$33.00]

1.3 CLASS TOOLS ONLINE: WEB ACCESS LIST
PLEASE NOTE ALL URLs WORK. If you can not get access:
a) try again later because servers do malfunction sometimes
b) try another browser
c) try another computer

PRINT OUT AND BRING TO CLASS ITEMS MARKED WITH ***

PLEASE GO TO CLASS WEB ACCESS LIST AT
http://communication.sbs.ohio-state.edu/sense-making/zennez672/672webaccess.html
THIS IS WHERE ALL URLS FOR ALL ITEMS LISTED WITH + BELOW ARE LINKED
> You will want to print out at least the items with +*** by them for use in class sessions

> **NOTE: You must go to**
> http://communication.sbs.ohio-state.edu/sense-making/zennez672/672webaccess.html
> **for the web access URLS to all items listed below.**

CLASS SYLLABUS
> + Spring 2007 SC672 class syllabus (copies given out in class)

SPECIFIC CLASS INSTRUCTIONS
> **INTERVIEWS #1 & #2 - DIFFICULT SITUATION**
> **A MICRO-MOMENT INTERVIEW**
> +***instrument (word.doc) - the instrument you are to use
> +***template (word.doc) - the formatt for transcribing, with template you can copy
> +example (word.doc) - a fully worked (long) example

> **INTERVIEWS #3 & #4 - THOUGHTS ABOUT SOCIETY**
> **A LIFE-LINE INTERVIEW**
> +***instrument (word.doc) - the instrument you are to use
> +***template (word.doc) - the formatt for transcribing, with template you can copy
> +example (word.doc) - a fully worked example

> **INTERVIEWS #5 & #6 - MEDIA FREE CHOICE**
> **A MICRO-ELEMENT INTERVIEW**
> +***instrument (word.doc) - the basic instrument you are to use
> +***template (word.doc) - the formatt for transcribing, with template you can copy
> **three fully worked examples examples**
>> +example - e_game (word.doc)
>> +example - cartoon (word.doc)
>> +example - media that matter (word.doc)

REQUIRED CLASS FORMS
+Interview consent form (word.doc)
+class oral report form (word.doc)
+focus group journaling form (word.doc)

SENSE-MAKING INTERVIEWING TUTORIALS
The tutorials will show some variations from class assignments but taken together they form a textbook on the philosophy behind the SMM interview and the three approaches we use in class
+Sense-Making Tutorial #1 - Introduction
+Sense-Making Tutorial #2 - Life-Line Interview
+Sense-Making Tutorial #3 - Micro-Element Interview
+Sense-Making Tutorial #4 - Micro-Moment Time-Line Interview
+Sense-Making Tutorial #5 - Navigating Between SMM Triangulation Levels 1 and 2

SUPPORTING MATERIALS + items in pdf, others in html
+Dervin, B. (2001). A selected bibliography from academic sources on interviewing, listening, questioning.
+Dervin, B. (2004). A Sense-Making questioning primer. +
+Dervin, B. (2001). A brief pictorial guide to Dervin's Sense-Making Methodology.
+Dervin, B. (1983, May). An overview of Sense-Making research: Concepts, methods, and results. [This paper is out of date, but it still provides a good foundation].

ABOUT THE CLASS
+Quotable quotes from former 672 students (word.doc)

AUDIO FILES RELEVANT TO CLASS
NOTE: LISTENING WITH EAR PHONES WORKS BEST
+An example of interview #4 -- the thoughts on society life-line interview
+An example of interview #6 -- the media matters interview
+A panel discussion of students with SMM interviewing experience
Dervin B. (2006) What is methodological about Sense-Making Methodology. Lecture to SJC672, In-depth Qualitative Interviewing Class, May 12, 2006
(Best heard with earphones in computer jack) - 2 .wav files
+PART 1 (about 60 minutes)
+PART 2 (about 30 minutes)

EXAMPLES OF SENSE-MAKING DESIGNED FOCUS GROUPS
NOTE: LISTENING WITH EAR PHONES TO AUDIO FILES WORKS BEST
+Run in class 050606 focusing on "parasocial interaction" (audio file)
-- seeing someone in the media (book, tv, movie, etc) as close or as significant as personal friends and family
+Transcription of sense-making journalings of focus group participants
+Run in class 051906 focusing on "a time when use of media (book, program, music, digital game, etc.) allowed you to get a real sense of what someone else's life was like" (audio file)
+Transcription of sense-making journalings of focus group participants

THE CAKE RECIPE
+apple -pineapple-walnut spice, with variations

THERE ARE OTHER EXAMPLES OF USES OF SMM AT:
http://communication.sbs.ohio-state.edu/sense-making/
in the sections on dissertations, interview examples, and meetings

http://imlsproject.comm.ohio-state.edu/imls_reports/imls_PH_I_report_list.html
particularly in Chapter I
http://imlsproject.comm.ohio-state.edu/imls_reports/imls_PH_II_report_list.html
particularly in Executive Summary and Chapter III

1.4 A COMMENT ON READING:

The core focus of this class is on systematic and conceptually guided practice of interviewing. Incorporating quotes and learnings from readings into final papers is required for graduate students. For undergraduates, it is an option depending on what grade each student wishes to aim for. Students are encouraged to practice new ways of reading. This class has no memory tests. The purpose of reading is to get a broad picture of the lay-of-the-land, and to implement personal, scholarly and academic goals. This requires a different kind of reading than is typically taught in memory-exam oriented curricula.

1.5 CLASS PHILOSOPHY:

The instructor utilizes experiential inductive learning processes in which both students and instructor are involved in a quest of discovery. See, if you are interested, Neil Postman's *Teaching as a subversive activity*, and *Teaching as conserving activity*; or Paolo Freire's *Pedagogy of hope, Pedagogy in process, Pedagogy of the oppressed, Pedagogy of the city*, and *Learning to question*. While the instructor is not shy about displaying her knowledge and loves to hear herself talk and will lecture throughout the term, the design of the class is one where a substantial portion of class time is devoted to rounds of dialogue with instructor mini-lectures in response to these.

In addition, the philosophy which guides the interviewing practice in this class is the same philosophy that guides the design of the classroom practice. Everything is based on a dialogic rather than transmission approach to communicating. For this reason, Dr D devotes a significant portion of each class to interacting one-on-one with students and and using each students struggles (we all have them!) and successes as illustrations so all may get a handle on this very different approach to communicating as fast as is possible.

SECTION 2: CLASS ASSIGNMENTS:

2.1. ORAL REPORTS:

Each student is expected to contribute on a regular basis to class rounds. Six (6) oral reports are required. These reports are to focus on the work the student has completed or has in progress for the class, including:

* *2-4 reports on out-of-class interviewing activities (called I reports)
* *1-2 reports on in-class interviewing practice (called P reports)
* *1-3 reports on readings (called R reports)

Oral reports are given during class, usually in small groups but sometimes to the class as a whole. Rules are that oral reports may be given at any time EXCEPT:

* no more than 2/week (this means you need to attend at least 3 classes if you want to get credit for all six oral reports)
* times during a class session for oral reports will not be announced in advance
* credit will be given only for oral reports given at the time selected on a given day -- no exceptions
* when the oral report is in the same group* sometimes oral reports will be to group as whole, sometimes in small groups (other students will initial each contributor's oral report sheet)
* THOU SHALT NOT CHEAT

ORAL REPORTS ARE NOT GRADED AS SUCH. But each oral report serves as a grading ticket. Proof that you have given 1-2 oral reports at a given class is to be recorded on the CLASS ORAL REPORT FORM. One oral report of any kind serves as one grading ticket. One oral report is a ticket making you eligible to hand in one interview. The oral report and the interview need not be handed in on the same day. You can accumulate oral report tickets way before you complete your interviews.

A supply of oral report forms is provided each week in class. This form has room for up to two oral reports during a given class session. The forms MUST be submitted to Dr. D at the end of a class documenting what oral report(s) you made in that class session.

2.2 INTERVIEWS:

Each student is expected to conduct six (6) Sense-Making Interviews during the term, as follows:

WHO TO INTERVIEW	FORM OF INTERVIEW	Triangulation	difficult situation	thoughts on society	media free choice
self	Micro-Moment Time-Line	L1 and L2	#1		
other	Micro-Moment Time-Line	L1 and L2	#2		
self	Life-Line	L1		#3	
other	Life-Line	L1		#4	
self or other	Micro-Element	L1 and L2			#5
self or other	Micro-Element	L1 and L2			#6

The formats and instructions for the different kinds of interviews will be covered in week 2-5 of the class. PLEASE GO TO
http://communication.sbs.ohio-state.edu/sense-making/zennez672/672webaccess.html
and print out and bring to class at least the items marked with +***

2.3. CLASS ESSAYS

a) DEBRIEFING ESSAY WITH QUOTEABLE QUOTES FROM INTERVIEWS (VOLUNTEER FOR UNDERGRADUATES; REQUIRED FOR GRADUATE STUDENTS)

Students who wish to earn a B- or better in the class are required to hand in a final debriefing essay. The paper is to bring together all of the student's activities in the class and answer the following questions in 3 or more single-spaced pages. Points in the paper are to be illustrated with at least 3 quotable quotes from interview transcriptions.

Students who wish to get a B or better must also apply quotable quotes from at least 3 class readings to their final essay, using the quotes to illustrate, document, or interrogate. Proper references and citations are to be used

Questions guiding the final class essay:
1. What has this course taught you about your strengths and weaknesses as a question-asker, interviewer, and listener?
2. Has this course changed how you think about interviewing, asking, and listening to others? How?
3. Has this course changed what you do when asking questions? How? What made these changes possible?
4. What have been your major struggles in this course? Did anything help? How? What would have helped? How?

5. Have you identified any contradictions or incommensurabilities as we proceeded with readings, interviewings, and participatings in this class? What were these? What implications do they have?

6. From conducting your interviews, what did you learn about people's sense-making and sense-unmaking. What about the interviewing made these learnings possible?

7. Compare the Sense-Making approach to other approaches to asking questions and/or interviewing. Focus on comparative strengths and weaknesses.

b) HOW IS SMM METHODOLOGICAL ESSAY
(VOLUNTEER FOR UNDERGRADUATES; REQUIRED FOR GRADUATE STUDENTS)

Students who wish an B+ or better are required to turn in an essay in which they answer the question "How is Sense-Making interviewing methodological?" Any student may write this essay as a way of reaching for an B+ better.   Students who wish to may also use this essay as an opportunity to select an interviewing context of their own interest and design an instrument which uses SMM at least in part. Students selecting this option may find it useful to at least partially "pre-test" their instrument on themselves or someone else. The instrument should be handed in as an appendix to a 2-3 page essay that justifies the instruments use of and deviations from SMM in methodological terms.

SECTION 3: AN OVERVIEW OF INTERVIEWING BASICS

The critical entries

Every SMM interview starts with a critical entry of some kind. For this quarter, the assigned entries are as follows:

#1 and #2 - DIFFICULT SITUATION: *Think back over your life to a situation that was difficult, hard to handle, and that involved suffering in some way, small or large. Think of the one situation which stands out most in your mind.*

INTERVIEWING APPROACH is SMM MICRO-MOMENT TIME-LINE, focusing on events in situation step by step by step.

#3 and #4 - THOUGHTS ON SOCIETY: Recall all the people - real people in your life, real people known through media, and fictional characters - who impacted how you think about society and power in society.

INTERVIEWING APPROACH is SMM LIFE-LINE, focusing on life-time intersections with six persons and how they were "experienced" then and now.

#5 and #6 - MEDIA FREE CHOICE: Thinking of....
E-GAMES: *an e-game you became addicted to and life circumstances at that time*
CARTOONS: *a cartoon that was a favorite or important during your youth and life circumstances at that time*
MEDIA USE THAT MATTERED: *a difficult life situation when media mattered in some way*

INTERVIEWING APPROACH is SMM MICRO-ELEMENT, focusing on a particular situation and the SMM elements in that situation without differing them into steps.

3.2 BASIC COMPONENTS OF THE DIFFERENT INTERVIEW APPROACHES

(See the class tutorials particularly #5 for differentiating interviewing approaches).

The Micro-Moment Time-Line Interview
*overall situation description
*time-line steps
*complete SMM L1 triangulation at each step
*For L2 triangulation: completed on EACH element elicited by L1 at each step
*Locating informant in time-space
*Consent form

The Life-Line Interview
*descriptions of a number of situations, people, etc.
*SMM triangulation L1 for each situation or person or entity
*Locating informant in time-space
*Consent form

The Micro-Element Interview
*overall situation description
*SMM triangulation L1 for overall situation
*For L2 triangulation: completed on each element elicited by L1
*Locating informant in time-space
*Consent form

3.3. THE TRIANGULATION LEVELS
An example. These vary for the different interviews so follow the instruments and examples for each specific interview.

TRIANGULATION LEVEL 1:

a. WHAT HAPPENED: What happened in this [STEP/SITUATION]? Tell me enough so I can get a picture of what was going on and what you were dealing with.

b. QUESTIONS, MUDDLES: What questions, confusions, riddles, muddles did you experience relating to this STEP/SITUATION]? ELICIT ONE OR MORE]

c. IDEAS: What ideas, thoughts, conclusions did you come to in this [STEP/SITUATION]? [ELICIT ONE OR MORE]

d. FEELINGS, EMOTIONS: What feelings and emotions did you have in this [STEP/SITUATION]? [ELICIT ONE OR MORE

e. POWER: How did you see the [STEP/SITUATION] as relating to issues relating to power -- yours, someone else's, and/or that of groups, institutions, systems, and so on. [ELICIT ONE OR MORE]

f. SENSE OF SELF: How did you see the [STEP/SITUATION]? as relating to how you think about yourself? How did the [STEP/SITUATION]? confirm, change or challenge the way you think about yourself? [ELICIT ONE OR MORE]

g. HELP: How were you helped or facilitated in this [STEP/SITUATION]? [ELICIT ONE OR MORE]

h. HINDER, HURT: How were you hurt or hindered [STEP/SITUATION]? [ELICIT ONE OR MORE]

i. MAGIC WAND: If something could have realistically been different in this [STEP/SITUATION], what would have helped? What a magic wand have looked like? [ELICIT ONE OR MORE]

> **TRIANGULATION LEVEL 1 TEMPLATE:**
> **a. WHAT LED TO:**
> **b. QUESTIONS, MUDDLES:**
> **c. IDEAS:**
> **d. FEELINGS, EMOTIONS:**
> **e. POWER:**
> **f. SENSE OF SELF:**
> **g. HELP:**
> **h. HINDER, HURT:**
> **i. MAGIC WAND:**

TRIANGULATION LEVEL 2:

a. WHAT LED TO: *What led to this [ELEMENT]? How did you see it as connecting with your life and experiences?*

b. SELF: *How did you see [ELEMENT] as relating to how you thought about yourself? How did it confirm, change, or challenge the way you think about yourself?*

c. POWER: How did you see *[ELEMENT]* as relating to issues of power -- yours, someone else's, and/or that of groups, institutions, systems, and so on.

d. EMOTIONS: Did the [ELEMENT] connect with any emotions or feelings? How?

e. THOUGHTS, CONCLUSIONS: Did the [ELEMENT] relate to any thoughts or conclusions?

f. QUESTIONS, MUDDLES: Did it -- the [ELEMENT] relate to any questions, muddles, and confusions?
What were these?

g. HELP: Did the [ELEMENT] help in any way? How?

h. HINDER, HURT: Did it -- the [ELEMENT] hurt or hinder in any way? How?

> **TRIANGULATION LEVEL 2 TEMPLATE:**
> **a. WHAT LED TO:**
> **b. SELF:**
> **c. POWER:**
> **d. EMOTIONS:**
> **e. THOUGHTS, CONCLUSIONS:**
> **f. QUESTIONS, MUDDLES:**
> **g. HELP:**
> **h. HINDER, HURT:**

3.4 LOCATING THE INFORMANT IN TIME-SPACE

All interviews are to end with this little mini-interview:

LOCATING THE INFORMANT IN TIME-SPACE:
   a. SELF OR OTHER:
   b. IF OTHER, WHO:
   c. WHERE RESIDE: *What zip code?*
   d. YEARS EDUCATION: *How many years education?*
   e. ETHNIC HERITAGE: *How identify own ethnic heritage?*
   f. YEAR BORN: *In what year born?*
   g. GENDER:
   h. MARITAL STATUS: *Married?*
   i. HAVE CHILDREN: *Have children?*
   j. KIND OF JOB AND KIND OF PLACE: *If work, what kind of job and what kind of place?*
   K. KIND OF JOBS PARENTS HAD WHILE GROWING UP:

3.5 GENERAL RULES FOR INTERVIEWING:

1. All persons who are interviewed, including yourself, are to sign the class informed consent form. The consent form gives permission to be interviewed and asks whether informant is willing to have interview used for training purposes. See example at end of syllabus. Copies available in all class sessions. Each student needs 6 copies.

2. Self-interviews, of course, involve typing directly into a computer. Interviews with others require both taping and transcribing. BE SURE TO SEE SECTION 4.2 WHICH IS A CHECKLIST OF REQUIREMENTS FOR EACH INTERVIEW.

3. Interview transcriptions must follow the prescribed formats. Examples are available on the web via the class web access page. Templates for transcriptions are also available on the web. Transcriptions of informant words should be in smooth verbatim -- eliminating repetitions and non-fluencies but otherwise obtaining informant's words and language.

4. All personal identity information must be disguised in interviews. Refer, for example, to:
   a midwestern city   not Columbus, Ohio
   my boss   not Mr.Jones
   a large university   not OSU
   etc.

5. About transcribing your own words as interviewer? It is recommended you do so for at least one interview so you will hear how easy it is to stray from good SMM interviewing practice. Once your interviewing skills are better honed, you can simply use the transcription templates with brief references to your own words. [IN FORMAL RESEARCH, OF COURSE, we always transcribe the interviewer's words].

3.6 RECOMMENDED EQUIPMENT:

Being able to record and transcribe your interviews is a requirement. This can be done with either tape (regular cassette or mini-cassette) or digital recorders. Here are things to be aware of as you make your choices. As an adult of your species, you will be able to navigate these requirements. Of the 6 interviews required, only 2 must be done with others so while you are gathering equipment you can still be plugging along on your assignments.

   *If your recording machine does not have an electric adaptor, be sure you have fresh batteries for every interview.

*You can do the interviews with your standard or mini-cassette recorder but most cassette recorders do not have the REM hole required for using foot pedals (see below). Foot pedals make transcribing a whole lot easier unless you have a digital recorder. A basic cassette machine with a REM hole is available from RadioShack -- 14-1117 -- for about $30. You may want an electric adaptor, too -- these run about $16. www.radioshack.com. Because everyone is moving to digital recorders, you may actually be able to find a cheap used dictation machine which could also serve both the purposes of interviewing and transcribing.

*If you want to do interviews by phone, you can use a speaker phone combined with a recorder but this option has some unpredictable difficulties. There is a devise you can buy for directly recording phone interviews. It connects between your phone receiver and the recording machine. Your recording machine must have a MIC hole. I found one for $16 at www.defensedevices.com/dircontelad.html -- the TRX-20 Direct Connect Record unit.

*You can transcribe using your hand to turn the recorder on/off but this is time-consuming and irritating. A foot pedal is very helpful. For tape recorders that have a REM hole, Radio Shack has a foot switch which costs $6.99, catalogue 44-610, model 4400610.

*Some of you may have digital recorders. To transcribe from these, it works best if you can upload to your computer. This and the actual transcribing requires software and/or hardware depending on what digital recorder you own. Windows Media Player will, of course, playback your recording but I have not yet found any transcription controls other than manual turning off and on. Transcription software allows you to preset keys to backspace so many second, etc. When using a digital recorder, you need to hand your interview in in .wma or .wav or .mp3 format.

*There are online a number of services which cost about $15 a month and will tape phone conversations for you at about 10 cents/minute and then email the recording to you. This figures to $6 for a one-hour interview.

SECTION 4: ASSIGNMENT DUE DATES AND GRADING

4.1 ASSIGNMENT DUE DATES:
There are no absolutely required due dates for assignments in this class other than:
*no more than 2 oral reports can be given in one class meeting
*all work must be handed in by the final due date on the class calendar.

However, students who wish to earn a C+ or better in the course are required to turn in two of their interviews by earlier deadlines as listed on the class calendar. In addition, students who wish to may hand in assignments at any time they wish during the time. Assignments may be handed in *class* only except for the final deadline for all assignments.

Feedback on assignments is given one week after it is handed in, also in class. A feedback sheet is used which shows a sequential record of each student's activities in the class. Dr. D keeps the original and provides each student with a copy. Students may redo interviews any number of times for higher grades providing they follow the feedback cycle -- e.g. say you hand in a interview in class on week 3, you will get it back graded week 4 and can hand in revision if you wish week 5.

4.2 ASSIGNMENT HAND-IN CHECK LIST: PLEASE FOLLOW CAREFULLY

ALL INTERVIEWS (BOTH WITH SELF AND OTHERS) MUST BE

_____ handed in in an 9x12 or 10x 12 envelope with student's name in upper right hand corner

_____ typed on 8.5 x 11 paper, single-spaced; double space between paragraph

_____ one side of page only

_____ follow formats in one line examples with use of TEMPLATES

_____ have no covering folder or binder

_____ have in upper right hand corner of first page, this information

> Interviewer last name, first
> Interview #:
> Interview conducted on: date
> Interview transcribed on: date
> Interview of: self OR other

_____ have consent form signed and STAPLED to end of interview

_____ include an electronic file (in .word or .rtf) of the interview transcription on floppy, cd, zip, or flash

> ELECTRONIC FILE NAME: 672_SU06_yourlastname_INT_#(interview #)

_____ FOR INTERVIEWS OF OTHERS: tape or electronic audio file
IF ELECTRONIC AUDIO FILE, NAME:
672_SU06_yourlastname_AUD_# (interview #)
IN ONE OF THESE FORMATS: .WMA, .WAV .MP3

4.3 GRADING:

Class assignments are calculated based on the formula which suggests that students should spend on average 3 hours per week per credit earned. For this class, this is calculated roughly as follows: 10 weeks x 5 credits x 3 hours each = 150 hours for a student wishing to earn a B or better. The components of this work are layered as follows:

attending class	36 hours
conducting and transcribing 6 interviews	48 hours
writing debriefing paper (for B- or better)	08 hours
writing methodology paper (for A- or better)	08 hours
reading (for B or better)	30 hours
left over	20 hours

Grades will be assigned in these layers.

ALL ASSUME STUDENT FOLLOWS INSTRUCTIONS AND MEETS MINIMAL PROFESSIONAL STANDARDS	
a) To be eligible to be graded, students must hand in 6 oral reports	REQUIRED OF ALL
b)For conducting and transcribing 6 competent interviews, following instructions, conducted in an SMM way, and transcribed professional following prescribed formats	C- or better
c) For doing a and b and handing in two of the required interviews by the deadline dates indicated on the class calendar	C+ or better
d) For doing a and b and c and handling in a final class debriefing essay utilizing at least 3 quotable quotes from interviews	B- or better
e) For doing a and b and c and d and incorporating at least 3 quotes from readings in debriefing essay	B or better
f) For doing a and b and c and d and e and writing a second essay on "what is methodological about SMM"	B+ or better

4.4 INTERNSHIP LETTER

Students who pass this course with a grade of B+ of better will receive, sent to their osu email addresses, an electronic letter from Dr. Dervin which can be duplicated as a reference letter for job and other applications. A sample of this letter is included in this syllabus. This offer pertains to successfully earning a B+ of better in this course. In general, Dr D does not give references to students unless they have taken at least 2 classes from her.

4.6 CLASS CALENDAR:

wk	DATE: Fridays except ***	CLASS FOCUS AND PRACTICE	SUGGESTED READINGS	DEADLINES
1	March 30	* Introduction * Why interviewing * Hearing others, the great divide, perspectivity, order versus chaos * Sense-Making Methodology *Review of syllabus		
2	April 6	* Listening * Asking neutral questions * Why SMM is the way it is	Dervin: 1, 14 Dervin 1983 paper (online)	
3	April 13	*SMM interviewing practice	Dervin: 3,18,12	
4	April 20	* SMM interviewing practice	Weiss: 1 Wengraf: 1,2,3,4	
5	April 27	* SMM interviewing practice The 3 movies: Carl Rogers, Fitz Perls, Albert Ellis	Weiss: 3 Wengraf: 8, 9	Students wishing a B- or better must hand in one self interview assignment in class today
6	May 4	*SMM interviewing practice The 3 movies: Carl Rogers, Fitz Perls, Albert Ellis	Weiss: 4 Wengraf: 5,6,7	
7	May 11	*Other SMM interviewing approaches: Help Chaining/ Q/ing *Designing your own SMM study The 3 movies: Carl Rogers, Fitz Perls, Albert Ellis	Dervin: 2,6,7 Weiss: 5	Students wishing a B- or better must hand in one interview with another person in class today
8	May 18	*Designing your own SMM study	Dervin: 15,16	
9	May 25	NO CLASS *catch up		
9	June 1	LAST CLASS *final oral report sessions	Dervin: 17, 18.	
EX	**** WED, June 6 9 am	ALL PAPERS DUE TO DR. D'S OFFICE, 3020 DERBY HALL, 9 am, NO EXCEPTIONS		

4.6 CLASS RULES:

1. REFERENCES: When referring to readings in FINAL papers, students must include some accepted form of footnoting, citing, and listing references. References, even from class readings must be listed IN FULL. However, no private access URLS may be listed.

2. WHERE TO HAND IN WORK: Except for the final end-of-the-term handing in deadlines, all work must be handed in during class. Feedback sheets for assignments will be handed back only in class.

3. CLASS ATTENDANCE is not taken. Students who come to class late or leave early do not need to explain themselves. We all have things we must do and we weigh the demands made on us. Students who miss class may want to get a class buddy to share notes with them. Students who have missed many classes because of emergencies should provide Dr. D with a copy of an official excuse.

4. USE OF EMAIL TO COMMUNICATE. Dr. D. can not answer questions by email lest she drown. Each student may, however, send a list of questions or concerns to Dr. D once a week. The email must have in the subject line the phase: 672 questions. The email must reach Dr. D. by 12 noon the day before class. Each student's full name must be included in the email. Questions and concerns will be discussed in class.

5. GETTING HELP. The structure of the class is such that class time is used in part to attend to student struggles, questions, and concerns. Dr. D. does not give tutorial time to students who have not first taken advantage of this process. Help received in class is always better and more complete than help received one-on-one. The reason why is one of the learnings from class.

6. PROFESSIONAL WORK: Students are expected, of course, to do work of a scholarly/professional quality -- appropriate writing style, appropriate appearance, appropriate citations, etc. Work that does not meet these standards will be handed back ungraded. Work that does not follow the basic format instructions will also be handed back ungraded.

7. CALLING BY PHONE: Because Dr. D's schedule is tight one good time to reach her so as to make an appointment is during her Thursday office hours (10:00-11:30 pm) at 292-3192. Or, appointments can be made during class breaks and before and after class. Please do not call Dr. D. at home.

THE UNIVERSITY REQUIRES THAT INSTRUCTORS ADD THESE STATEMENTS TO SYLLABI IN 14-16 PT. TYPE: THIS SYLLABUS CAN BE MADE AVAILABLE UPON REQUEST TO STUDENTS WHO NEED IT IN ALTERNATIVE FORMATS. STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR, AND FOR SEEKING AVAILABLE ASSISTANCE IN A TIMELY MANNER.

SJC 672 - CLASS ORAL REPORT FORM - GRADING TICKETS

STUDENT'S NAME:_____DATE OF CLASS:_____

THIS FORM DETAILS MY REPORT(S) IN CLASS TODAY ON:
* circle which ones you are handing in today
* no more than two oral reports in one class session
* each student required to do 8 reports in all
        *2-4 reports on out-of-class interviewing activities
        *1-2 reports on in-class interviewing practice
                (These must be handed in one week after the practice).
        *1-3 reports on reading activities

Interviewing	I1	I2	I3	I4				
Practice in class	P1	P2						
Reading	R1	R2	R3					

YOUR IN-CLASS REPORT SHOULD HIGHLIGHT IMPORTANT LEARNINGS AND/OR STRUGGLES
WITH WORK IN PROGRESS OR WORK COMPLETED. WRITE BELOW A BRIEF SUMMARY OF
WHAT YOU CONTRIBUTED AS YOUR ORAL REPORT. THESE QUESTIONS CAN BE USED TO
GUIDE ORAL REPORTS
* what did you learn about communicating (asking, listening, questioning)
* what happened that taught you that
* what challenges have you faced
* what significant thing did you get from reading, that made a difference to you

REPORT: _____ (put identification code here---->I1 or P1 or R1 etc)

(continue on other side as needed)

SMALL GROUP INITIALS IF NEEDED:

REPORT: _____ (put identification code here---->I1 or P1 or R1 etc)

(continue on other side as needed)

SMALL GROUP INITIALS IF NEEDED:

SAMPLE OF THE INTERNSHIP LETTER SENT TO THOSE GETTING A GRADE OF B+ OR BETTER

THE OHIO STATE UNIVERSITY

Dr. Brenda Dervin
Professor of Communication

3020 Derby Hall, 154 North
Oval Mall
Columbus, OH 43210-1339
614-292-3192

Date:

To whom it may concern

This is to certify that _____ has completed with exceptional performance an in-depth interviewing internship as implemented through a senior/graduate level course in the School of Communication at Ohio State University. This internship was especially rigorous so it is an accomplishment to point to with pride.

Signed:

(signature)

Dr. Brenda Dervin
Professor of Communication
PhD, Michigan State University
PhD, Honorary, University of Helsinki
Fellow, International Communication Association
Principal Investigator, The Sense-Making the Information Confluence Project

*This letter may be duplicated and circulated by the designee as appropriate and useful.

STUDENT FEEDBACK SHEET

COMM 672   SUMMER 2007   NAME: _____

		(last name)				(first name)		

	#	1	2	3	4	5	6	
ORAL REPORTS	Date							
2-4 Is; 1-2 Ps, 1-3 Rs	I,P,R							
INTERVIEWS	#	1	2	3	4	5	6	
	Date							
Does interview handed in agree with assignment?								
Did interview follow instructions?								
Was triangulation L1 done properly?								
Was triangulation L2 done properly?								
Was interview transcript professional? (spelling, grammar, etc.)								
Were nouns and proper names disguised?								
Did interview show signs of depth?								
Did interview use the power of the SMM surround?								
Was transcription handed in both on paper and in e-file?								
Did e-file read properly online: no viruses, etc?								
Were files named properly?								
Was consent form attached?								
Was interview paginated?								
Interview length in single spaced pages?								
FOR INTERVIEWS OF OTHERS								
Were SMM questions asked?								
Did interviewer probe or was interviewing perfunctory?								
Did interviewer seem relaxed and caring?								
Did student adapt interview to informant's words?								
Did interviewer triangulate properly?								
Was interview transcribed accurately?								
Were interviewer's words also transcribed? (not required)								

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Dr. Brenda Dervin
Professor of Communication

3020 Derby Hall, 154 North Oval Mall
Columbus, OH 43210-1339
614-292-3192

CONSENT FOR PARTICIPATION IN RESEARCH INTERVIEW
SJC672 - SPRING 2007 - OSU SCHOOL OF COMMUNICATION
DR. BRENDA DERVIN 292-3192 dervin.1@osu.edu

INTERVIEWER: CHECK OR WRITE IN BELOW WHETHER THIS INTERVIEW FOCUSED ON EXPERIENCES AND EVALUATIONS RELATING TO....

_____difficult situation
_____thoughts about society

_____use of electronic game
_____childhood favorite cartoon
_____media use that mattered

INFORMANT: INITIAL BELOW WHAT YOU CONSENT TO

FOR SELF-INTERVIEW
_____I have turned in this self-interview for purposes of fulfilling obligations for the interviewing class. I understand that my identity will be kept entirely anonymous and that all names of places and people to whom I refer in my stories will be removed or changed so that my identity and those of others whom I refer to can in no way be connected to interview. I understand that only Dr. Dervin or her teaching assistant will be allowed to read the interview while my name is still attached to it.

_____I agree to my self-interview being used for training purposes providing that my identity is kept entirely anonymous.

FOR INTERVIEW OF OTHER
_____I consent to being interviewed by _____[student name]. I understand that my identity will be kept entirely anonymous and that all names of places and people to whom I refer in my stories will be removed or changed so that my identity and those of others whom I refer to can in no way be connected to interview. I understand that only Dr. Dervin or her teaching assistant will be allowed to read the interview while the interviewer's name is still attached to it

_____I agree to my self-interview being used for training purposes providing that my identity is kept entirely anonymous

Dr. Brenda Dervin or her authorized representative has explained the purpose of the interview, the procedures to be followed, and the expected duration of my participation. Possible benefits of the research have been described. I acknowledge that I have had the opportunity to obtain additional information regarding the interview and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me and/or to the student conducting the interview. Finally, I acknowledge that I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

SIGNED BY....	SIGNATURE...	ON THIS DATE....
person interviewed		
interviewer		
parent, if person interviewed is child		
Dr. Dervin or her representative	*Brenda Dervin*	March 30, 2007