COURSE TITLE: Applied Emotional Intelligence

COURSE NUMBER: SOC 317

COURSE DESCRIPTION: This course will focus on defining and recognizing emotional intelligence (also known as EQ) in oneself and others: Students will learn about the core skills that comprise emotional intelligence, recognize associated verbal and nonverbal skills that contribute to emotional intelligence, explore tools to build emotional intelligence, discuss different models of emotional intelligence, and analyze criticisms of emotional intelligence. Emotionally intelligent people focus their energies to create successful relationships that contribute to both personal and professional success. Individuals possessing emotional intelligence demonstrate self-awareness and manage their emotions while at the same time recognizing emotional states in other people. They are able to label and adjust their emotions so as to create positive relationships with others.

COURSE RATIONALE: This course orients students towards a better understanding of emotional intelligence as it relates to introspection and personal development. Through this course, students will cultivate the knowledge and skills needed to identify, recognize, and express their emotions and the emotions of others in a healthy and productive way. Furthermore, this course will introduce students to four emotional intelligence skills including self-awareness, self-management, social awareness, and relationship management. Students will also consider the influence of personality upon emotions and how this can be managed through the development of emotional intelligence. Wilmington University prepares graduates to take a positive role in contributing to their communities. By learning the skills associated with Emotional Intelligence, Wilmington University graduates will hold key leadership tools that unite followers to perform effectively.

INSTRUCTIONAL GOALS:

GOAL A: Understand Emotional Intelligence Theory

Learning Outcomes: The student will:

A-1: Identify key terms and relevant skills in relation to Emotional Intelligence

A-2: Recognize various models of Emotional Intelligence

A-3: Participate in group discussions geared towards furthering this concept
GOAL B: Identify, Recognize, and Label Personal Emotions.

**Learning Outcomes:** The student will:

**B-1:** Complete the beginning of course assessment: Emotional Intelligence Appraisal

**B-2:** Complete the 5 Day Self Awareness/Emotions Journal

**B-3:** Identify current skills or behaviors of Emotional Intelligence and explain how they can be used to create success.

**B-4:** Complete end of course re-assessment: Emotional Intelligence Appraisal/Self Improvement Plan of Action

GOAL C: Appraise Strengths & Weaknesses of Personal Emotional Intelligence

**Learning Outcomes:** The student will:

**C-1:** Identify Emotional Intelligence strengths and weaknesses in need of further development

**C-2:** Participate in Jung Typology Personality Assessment

**C-3:** Develop skills for Improving Emotional Intelligence by managing personality

GOAL D: Explain the Relationship Between Emotional Intelligence & Successful Relationships.

**Learning Outcomes:** The student will:

**D-1:** Through class discussion, examine personal empathy and responses to the needs, feelings, and thoughts of others.

**D-2:** Cultivate higher levels of self-knowledge and greater ability to guide and motivate others.

GOAL E: Create a personal Emotional Intelligence development plan with detailed strategies and goals to improve personal and social management of behaviors.

**Learning Outcomes:** The student will:

**E-1:** Understand and develop habits of mindfulness

**E-2:** Identify methods of becoming more resilient, self-awareness, being socially attentive, and achieving an overall level of contentment.
GOAL F: Use appropriate written and oral communication skills.

**Learning Outcomes:** The student will:

F-1: Write clearly, concisely, and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.

F-2: Use appropriate APA format for scholarly writings.

F-3: Speak with confidence, clarity, and conciseness.

F-4: Research, prepare, and deliver professional presentations.

I. METHODOLOGY:

A. Teaching Methods
   - Collaboration with peers, readings, activities, and individual work

B. Evaluation Procedures:
   - EQ Preliminary Self Assessment/Reflection Paper 100 points
   - Personality and EQ Short Paper 100 points
   - EQ Case Study (2 @ 50 points each) 100 points
   - 5-Day Self Awareness/Emotions Journal 50 points
   - Weekly quizzes (6 @ 20 points each) 120 points
   - Discussion Board Assignments (7) 130 points
   - EQ Final Assessment/Self-Improvement Plan of Action (2 Parts) 200 points

TOTAL class points = 800 points

*Note that assignments may change at the discretion of the instructor*

II. COURSE OUTLINE: See below
(Outline is subject to change at the discretion of the instructor).

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; What Will Be Discussed in Class</th>
<th>Assignments To Complete At the End of Given Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before course begins</td>
<td>Read Syllabus &amp; Getting Started Section</td>
<td>Introductory Discussion Board 1 (10 points)</td>
</tr>
</tbody>
</table>
| **1** | **Why EQ is Important** | Read Sparrow & Knight (Ch. 1-2)  
Read Bradberry & Greaves (Ch. 1-2)  
Discuss definition of EQ, models of EQ, why EQ is important | - Quiz 1 (20 points)  
- Discussion Board 2 (20 points)  
- EQ Self Assessment/Reflection Paper (100 points) |
| **2** | **Framework for Measuring EQ** | Read Sparrow & Knight (Ch. 3 & 6)  
Read Bradberry & Greaves (Ch. 3)  
How does one improve and measure EQ? Discover the 5 crucial aspects of EQ. | - Quiz 2 (20 points)  
- Discussion Board 3 (20 points)  
- EQ/Case Study (50 Points) |
| **3** | **How to boost EQ?** | Read Sparrow & Knight (Ch. 4-5 & 17)  
Read Bradberry & Greaves (Ch. 4)  
Learning to develop skills and tools for boosting EQ. How Does Personality Management influence the growth of EQ? | - Quiz 3 (20 points)  
- Discussion Board 3 (20 points)  
- Personality & EQ Short Paper (100 points) |
| **4** | **Self-Awareness Strategies** | Read Sparrow & Knight (Ch. 7)  
Read Bradberry & Greaves (Ch. 5)  
Observe the ripple effect of emotions, lean into discomfort, allowing oneself to feel emotions and recognize issues that push buttons. | - Quiz 4 (20 points)  
- Discussion Board 4 (20 points)  
- 5-Day Self Awareness Journal (50 points) |
| **5** | **Self-Management Strategies** | Read Sparrow & Knight (Ch. 9 & 11)  
Read Bradberry & Greaves (Ch. 6)  
Learning the skills of mindfulness, being self-aware, drawing upon personal resilience and openness to connectivity. | - Quiz 5 (20 points)  
- Discussion Board 5 (20 points)  
- EQ/Case Study (50 Points) |
| **6** | **Social Awareness Strategies** | Read Sparrow & Knight (Ch. 12 & 15)  
Read Bradberry & Greaves (Ch. 7)  
Building trust and developing conflict management skills. Learning to connect to others through emotionally intelligent leadership skills. | - Quiz 6 (20 points)  
- Discussion Board 6 (20 points)  
- Part 1: EQ Final Self Assessment/Strengths & Weakness Reflection (100 points) |
| **7** | **Wrapping it up** | Read Sparrow & Knight (Ch. 17 & 18)  
Read Bradberry & Greaves (Ch. 8)  
Cumulative considerations of Emotional Intelligence and strategies for life-long development of EQ | - Discussion Board 7 (20 points)  
- Part 2: EQ Self-Improvement Plan of Action (100 points) |

**VI. DESCRIPTION OF MAJOR COURSE ASSIGNMENTS:**

**A. EQ Preliminary Self Assessment/Reflection Paper (100 points)**
- This assignment will require students to take the free EQ assessment from the
Bradberry and Greaves textbook. Once they have received their results, students will write a short reflection on their findings. This assignment will be 2 pages long.

B. EQ Case Study (2 @ 50 points each)
- Students will choose a case study from the Bradberry or Sparrow textbook and will summarize and evaluate the situation presented. They will provide an alternate response based on emotional intelligence practices. This paper will be 1-1.5 pages in length.

C. Personality and EQ Short Paper (100 points)
- This assignment will make use of a free version of Myers Briggs and Jung Typology personality studies. Students will take the short assessment and then, through an essay, discuss ways in which the strengths and weakness of their personality can be managed through Emotional Intelligence. This essay will be 1.5-2 pages in length.

D. 5-Day Self Awareness/Emotions Journal (50 points)
- For 5 days, students will keep a journal taking into consideration their thoughts and behaviors related to their emotions. Two to three paragraphs will be expected for each day.

E. EQ Final Assessment/Self-Improvement Plan of Action (2 Parts) (200 points)
- This is a two part assignment. In week 6, students will re-take the EQ assessment from the Bradberry and Greaves textbook. Noting changes experienced through the seven week class, along with a reflection on strengths and weaknesses. The second week of the assignment, students will create a EQ plan of action towards self and social management. The final (combined) assignment should be 4-6 pages in length.

III. ADDITIONAL COURSE POLICIES/ WHAT STUDENTS NEED TO KNOW

A. COMPUTER AND TECHNOLOGY PROBLEMS are NOT acceptable excuses for late work. Students are urged to arrange alternate computer options to prevent computer problems. Save all your work and back it up to avoid problems. If you have technology problem, please contact Tech Support before you contact me.

If you are having any technical issues with Blackboard that interrupt your submission of course assignments or taking a quiz, please contact Tech Support before you contact me. After you contact Tech Support, send me an email that describes the problem you are having, your assigned ticket number, and the date that you contacted Tech Support. If I do not receive all of the requested information
via email prior to an assignment due date or closing time for a quiz, I will not consider any other method of assignment delivery or reopening the quiz.

There is a link to Tech Support on the course Blackboard homepage.

B. **Attendance** is important in this course, and students need to be aware that much of the class interaction provides a learning experience that cannot be re-taught or recaptured. Students missing class are expected to consult with class peers to find out what they have missed. If you miss class and contact me to find out what you have missed, I will refer you to this course outline and the course Blackboard site. You may contact your classmates using the email feature on Blackboard. Keep in mind, Online class attendance is measured from Monday to Sunday of any given week. Participation in online activities constitutes for weekly attendance.

C. **Late assignments** are detrimental to the student’s overall class performance. Assignments are due on time. Due dates are posted in Assignment Manager, are listed in this course outline, and will be reviewed in class.

Unless prior arrangements are made with the instructor, late assignments will incur a one grade penalty for every day they are late. For example, a paper that would have received an A will be graded a B if it is turned in one day late, a C if it is turned in two days late, a D if it is turned in three days late, and an F if it is turned in four days late. Assignments will not be accepted if they are more than four days past due. If you do not turn in an assignment, your grade for that assignment will be entered as a zero.

"Prior arrangements" means that you need to ask for extra time to complete the assignment before (not on or after) the due date. Exceptions to this policy may be made for documented emergencies.

D. **Assignments must be submitted to Assignment Manager on Blackboard and will not be accepted if submitted in any other manner (i.e., as an email attachment or hard copy).** Make sure that your assignment has been saved as a .doc, .docx, or .rtf file and NOT a .wps, .txt, or .odt document. Bb does not support .wps, .txt, or .odt documents. Assignments submitted through Assignment Manager that cannot be opened for any reason will be considered late until a corrected document is submitted.

Documents saved in .wps format can be converted to .rtf format by choosing .rtf format from the "save as" function. If you need help with converting a .wps format document to an .rtf document, please contact tech support before you submit the document to Assignment Manager. Again, once any assignment is submitted to Assignment Manager and I cannot open it, it is considered late until an assignment I can open is submitted. I will not convert any document to a format compatible with Blackboard since that is your responsibility.
E. Written assignments:

- Written assignments are expected to conform to the requirements of APA style (i.e., 12 point Times New Roman font, one-inch margins all around, APA style citations and reference formatting, APA style cover page and reference page). Assignments that do not conform to APA style will lose points that will affect the overall grade of the assignment. If you are not familiar with APA style, there are resources posted under the Course Materials tab that will help you and we will also review APA style in class. Grading rubrics for all written assignments are posted under the Rubrics tab on the course Blackboard site.

- Written assignments are expected to be free of grammar, punctuation, usage, and/or spelling errors! Multiple errors in a paper destroy your credibility as a writer. When I am grading your work in this class, I will stop reading when I reach ten (10) mechanics, usage, grammar, and/or spelling errors (MUGS errors), enter your grade for the assignment as a D (corresponding number grade is 70), and return the marked-up assignment to you with a note in the grade book explaining what I have done. The D will be your final grade for the assignment - you may not revise and resubmit.

- Students having problems with writing should seek help from Smarthinking, the online tutoring option available through Blackboard or through the Student Success Center located at the New Castle campus (see #1 above). It is not the place of this course to teach sentence structure, mechanics, usage, grammar, and/or spelling. Online websites such as OWL, the Dartmouth Writing Center, and others may also be helpful. In any case, it will be up to the student to make sure his/her writing is relatively free of basic usage errors. Links to useful websites, including OWL, are posted under the Course Materials tab.

- For all assignments: Please do not ask me to re-grade after I have already reviewed and graded your assignment. Reading your papers and making detailed comments takes a great amount of time and is very labor intensive. The comments are provided to you as feedback, and you are expected to learn from these mistakes and improve your next writing assignment. It is especially frustrating and distressing for me when I note the same errors week after week in a student's paper, since it tells me that the student is either not reading my feedback, has chosen to ignore it, or does not care enough about his or her work to make sure that it is completed correctly. When I see the same error repeated, I will only note it once in the subsequent assignment and will increase the grading penalty for the error.
• For example, students often struggle with creating a cover page in APA format, especially creating different headers for the first and subsequent pages of a paper. To help alleviate this problem, there is a step-by-step APA basics video posted under the course materials tab, along with an example of an APA style cover page and a sample paper that uses APA style. If my feedback to you is "cover page not in APA format, please watch APA video, review APA cover page and paper examples posted under the course materials tab", I expect you to go to the course materials tab and review this material. If you do not understand something after you review the material, I expect you to bring this to my attention so that I can provide the help you need and deserve. What I do not expect is to see the same problem with the cover page in your next assignment.

• Please pay attention to the required length of the assignment. If I ask you for a 2-3 page paper, I expect you to write a 2-3 page paper. If you write a one page paper, it will have a negative impact on your grade. If you write a paper longer than three pages, I will stop reading at the end of page 3 and grade based on what I have read.

• Please review the Academic Integrity Policy under the syllabus tab. In this class, any student caught plagiarizing any class work of any kind or cheating in any manner will receive an F for that assignment and the grade for the assignment will be entered as a zero.

F. STATEMENT OF UNDERSTANDING: Students are expected to be thoroughly familiar with the contents of this course outline and the course’s Blackboard site. This course outline, along with all of the information posted to Blackboard, and the information we discuss in class, constitutes the procedures and rules of the course. By remaining in the course, you are tacitly agreeing to accept these procedures and rules and abide by them. If any of these procedures and rules are not acceptable to you, it is your responsibility to withdraw from the course by the end of the drop/add period. Please go to the registrar’s website at http://www.wilmu.edu/registrar/dropadd.aspx to obtain drop/add information.