

Model Syllabus for Emotional Intelligence (created by Korrel Kanoy)

Emotional intelligence (EI) will provide the most important key to your career and personal success. Throughout this course, you will examine studies that support this claim. Along with understanding the research support for EI and dimensions of EI, you will be expected to examine and improve your emotional intelligence by participating in a variety of self-assessment activities and exercises.

Since EI is so important to workplace and life success, it's important to practice these skills while you are in college! Here's how I expect you to demonstrate EI behaviors in class and the EI dimensions they reflect:

1. Be willing to better understand yourself and why you react to certain situations as you do (emotional self awareness, self regard, reality testing, problem solving)
2. Come to class everyday and be fully prepared (self actualization, social responsibility, stress tolerance, self regard)
3. Accept responsibility for your behavior (emotional self awareness, self-regard, problem solving, impulse control, stress tolerance, optimism)
4. Work effectively with me and your classmates and resolve conflict, if it occurs, in a respectful and constructive way (emotional self-awareness, self-regard, social responsibility, interpersonal relationship, empathy, assertiveness, independence, flexibility, problem solving, reality testing, stress tolerance, impulse control, and optimism; in other words – almost every EI skill area.

I have benefited immensely from my study and application of emotional intelligence and I hope you feel the same way upon leaving this course. I have completed the same self-assessments you will complete, even inviting 12 of my colleagues (anonymously) to tell me how they viewed my EI abilities. So, I'm only asking you to do what I have done and benefited from. Embrace this as an opportunity to grow and you will. Conversely, if you are not ready to learn about your emotional intelligence and actively work to improve it, you should drop this course right now! Korrel Kanoy

TEXTBOOK: *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success (Stein, Book & Kanoy)*

The Student EQ Edge Student Workbook: Emotional Intelligence and Your Academic and Personal Success

ARTICLES: I will assign articles that will be put on reserve in the library, distributed in class or posted on Blackboard. See the class schedule.

Course Objectives

1. Knowledge: You will be able to describe components of emotional intelligence and identify them within behavior. Knowledge includes mastering information accurately, understanding that information, and applying critical thinking skills to further understand the material.
Measurement: reading questions, paper and project
2. Communication: You will be able to communicate effectively (orally and in writing) about emotional intelligence and demonstrate emotional intelligence through your communication with your classmates and me.
Measurement: paper, project, teamwork

3. Application: You will be assess your level of emotional intelligence and implement an effective plan for improvement; you will be able to develop effective and appropriate EI materials based on your knowledge base
Measurement: paper, project, application exercises

ASSIGNMENTS

EQi 2.0 Higher Education and Reflection 120 points

REQUIRED EI ASSESSMENT: **EQi Higher Education** (completed by you about you by ____) – instructions will be given in class.

Part 1: Complete your EQi Post-Secondary **by** _____. Results will be sent to you via an email.

Part 2: Write a reflection paper (3-4 pages) about your EI based on your EQi results. The key to good reflection is self-awareness and a willingness to be honest about your thoughts and emotions. So consider this reflection paper a chance to talk to yourself about your scores.

Include:

1. Copy of your EQi report.
2. A reaction to your scores: REFLECT about what you learned about yourself by answering questions such as:
 - a. What are your emotional reactions (pleased? frustrated? Confused?)?
 - b. Which areas did you score higher on than expected? Lower?

You are not limited to these questions, rather they are listed to help guide your reflection.

3. Take 1-2 of your higher scores and reflect about **why** these areas are strengths for you.

Likewise, take 1-2 of your lower scores and reflect about **why** these are relative weaknesses for you. What experiences have shaped your EI strengths and weaknesses? For example, if you lack flexibility, where do you think you learned this behavior? Has rigidity benefited you at times and thus you continue the behavior?

4. Improvement Plan: Target 2 EI scales for improvement. Use the action plan form that appears as the last page of your EQi report. **Describe 3 specific behaviors you can engage in that will increase your EI in this area. Don't say, "I'll become more empathic or I won't get so stressed out." Instead, describe specific behaviors you can engage in that someone else could observe that would improve your EI in the targeted area. Consult your EQi report and the KISS handout.**

DUE DATE for reflection and scored EI assessments: _____

Reading Responses and Questions (knowledge; communication) 60 points

To learn, you must read and then reflect about your reading. To encourage you to do so, you will be asked to **type** a 1-2 paragraph response for each assigned reading marked with a RR on the schedule. **Briefly (1-3 sentences) give a summary of the content and then comment on what you learned, challenge an opinion stated by the author, or reflect about how some scientific data affects your opinion.** At the end of this brief response, you should raise a question about what you read that we can then discuss in class.

You should complete reading responses for every reading listed on the syllabus that is followed by a RR. **I will randomly collect 3 of these reading responses during the semester and they will be graded.**

Participation/Exercises (knowledge, communication, application) 40 points You will be asked to complete EI exercises both inside and outside of class. I will randomly collect these exercises for

grading. Grading will be based on the thoroughness and professionalism of your work, depth of reflection, demonstrated knowledge of EI in your responses, and effective communication of ideas.

EI Project (knowledge, communication, application) 80 points

You will be assigned to a team that must develop 4 EI exercises for incoming first-year students at Peace College.

Each exercise should follow the format below:

Name of Exercise:

Materials Needed:

Brief description of the exercise:

EI dimensions tapped (use EQi 2.0 15 subscales):

Time anticipated:

Detailed instructions for the exercise: (This part should include how the group leader should set up the exercise and what participants must do at various parts of the exercise, debriefing questions for the group, if relevant, etc.)

70 of your points will be based on the quality of the team exercises. **10 of your points will come from how effectively you displayed EI as you worked on the group project, particularly your SOCIAL RESPONSIBILITY, PROBLEM SOLVING, and EMPATHY. Your group members will also be able to comment on any other EI area (e.g., stress management, flexibility) that may have affected your teamwork. Each of you will complete an anonymous grading form about all of your teammates and I will average the grades and then adjust the score up or down, if needed, based on my observations, conversations with you, and/or conversations with your teammates.**

DUE _____

Summary of Graded Assignments

Emotional Intelligence Assessment and Self-Improvement Plan – 120 pts.

Reading Responses– 20 points each; 60 points total (3 collected randomly)

Participation via Class and Homework Exercises – 40 points

EI Group Project – 80 points (with 20 points based on demonstration of EI as a team member as graded by your classmates and me)

Grading

270-300=A

210-239 = C

240-269=B

180-209 = D

	Topic	Readings Due that Day!	ASSIGNMENTS DUE that day!
Week 1	Introduction to EI; EI and Your College Success ABCDE approach (SW3.3)	Student EQ Edge CH 1 & 19 CS #4	
Week 2	Self Perception	Student EQ Edge CH 3 -5 CS #3	SW 3.2: Hot Buttons SW 4.3 Positive and Negative Self Talk SW 5.3 Quotes, Sayings and Songs
Week 3	Self Expression	Student EQ Edge CH 6-8 CS # 1	SW 6.4 I messages SW 7.4. Reality TV – too needy, too alone or just right? SW 8.1 Assertive, Aggressive or Passive?
Week 4	Interpersonal	Student EQ Edge CH 9-11 CS #5	SW 9.1 My Favorite Person SW 10.1 Reflective Listening SW 11.1 Doing What’s Right
Week 5	Decision Making	Student EQ Edge CH 12-14 CS #6	SW 12.4 Decision-Making Interviews SW 13.2 Failed Decisions Revisited SW 14.1 But I Want...
Week 6	Stress Management	CH 15-17 CS #7	SW 15.4 Stretching Yourself SW 16.1 Identifying Your Stressors SW 17.1 Optimism Begins with Framing
Week 7	Applying EI	Students chose what they wanted to learn more about	TBD

CS= Case study – these are found in the student workbook and in your textbook.

SW = Student Workbook