

## Master Syllabus

### 1. Course Information

**College:** College of Education and Human Services

**Department:** Human Services

**Course Title:** Emotional Intelligence

**Course Designation and Number:** CNL 210

**GE Area(s):**  
VI: College Component

**Writing Intensive:**  Yes  No

**For WI Courses:**  All Sections  Selected Sections are WI

**Method(s) of Instruction:**  Lecture

Discussion

Web-enhanced

Web-only

Other

Small group activities, in-class participation

**Includes Lab:**  Yes  No

**Prerequisites:** None

### 2. Objectives

#### GE Program Objectives

...to sharpen critical thinking, problem solving, and communication skills

...to learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experiences needed for participation in the human community

...to increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

#### GE Area VI Objectives:

- communicate with individuals who are in the student's major, in allied fields, and non-specialists
- understand important relationships and interdependence between the student's major and other academic disciplines, world events or life endeavors

## **Course Objectives & GE Learning Outcomes**

This course explores basic concepts of emotional intelligence and the application of emotional intelligence to education, the work place, and personal psychological adjustment.

Area VI learning objectives addressed:

Communicate with individuals who are in the student's major, in allied fields, and non specialists

Understand important relationships and interdependence between the student's major and other academic disciplines, world events or life endeavors

## **WAC Objectives**

- To improve students' writing proficiency-their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Students will read journals, develop lesson plans, and write reaction papers.

## **3. Suggested Course Materials**

Text: Ciarruchi, J., Forgas, J. and Mayer, John. (2001) Emotional Intelligence in Everyday Life: A Scientific Inquiry. Psychology Press: Philadelphia, PA.

Doty, G. (2001). Fostering Emotional Intelligence in K-8 Students. Corwin Press: Thousand Oaks, CA.

## **4. Suggested Methods of Evaluation**

Students will be evaluated in a variety of formats including: midterm and final examinations, lesson plans (2), reaction papers, quizzes (2) and in-class activities and participation.

## **5. Grading Policy**

All GE courses are graded A-F

WI component is graded Pass/Unsatisfactory

## **6. Suggested Weekly Course Outline Including Typical Assignments**

- Wk 1: Introduction to emotional intelligence. Distribute and review course syllabus.
- Wk 2: View video on emotional intelligence. Discuss relevance of emotional intelligence to the education professor.
- Wk 3: View video on emotional intelligence and education. Do self-assessment of emotional intelligence.
- Wk 4: Discussion of emotional intelligence and psychological adjustment and work adjustment. Quiz 1
- Wk 5: Assignment of lesson plans on emotional intelligence. Discussion about teaching emotional intelligence. Component 1 of E.Q. - self-awareness.
- Wk 6: Midterm examination
- Wk 7: Discussion of component 2 of emotional intelligence: self regulation.
- Wk 8: Discussion of component 3 of emotional intelligence: motivation. Quiz 2
- Wk 9: Lesson plans due. Discussion of component 4 of emotional intelligence: empathy. Reaction paper
- Wk 10: Discussion of component 5 of emotional intelligence: social skills. Reaction paper
- Wk 11: Final examination.

## **7. Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy