DePaul University ◆ School for New Learning ◆ Graduate Programs
MASTER OF ARTS IN APPLIED PROFESSIONAL STUDIES

MASTER OF ARTS IN APPLIED TECHNOLOGY

MASTER OF ARTS IN EDUCATING ADULTS

Course #LLS 410

Using Emotional Intelligence

1. **INSTRUCTOR:** Donna Younger, Ed.D.
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   224-305-6272
   Please call or email to set up phone or in-person appointments

2. **COURSE DATES:** Wednesday evenings, June 19 – August 21
   Classroom meetings: 6/19, 6/26, 7/10, 7/24, 8/7, 8/21
   Sessions via D2L: 7/3, 7/17, 7/31, 8/14

3. **LOCATION:** Loop Campus, 14 E. Jackson (Daley)

4. **COURSE DESCRIPTION:**

   One's IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the concept of emotional intelligence and explores the various ways it influences one's effectiveness in multiple contexts. Participants will deepen their understanding of EI by exploring the research literature and completing the Emotional and Social Competence Inventory developed by Goleman, Boyatzis and the Hay Group. Strategies for applying EI to increase one's success and satisfaction at work and other social contexts will also be explored.

   LLS Effectiveness Area 410: Agency Effectiveness

   Seminar sections in this domain aim to explore various dimensions/dynamics associated with knowing, developing and engaging oneself as an "agent" in one's experience and contribution. Central questions include: Who am I and/or who am I having myself be? Who am I becoming and/or who am I having myself become? What habits of mind, attitude and behavior am I choosing and reinforcing versus becoming victim to and stuck within? Am I living my life or is my life living me? etc. Embedded in these questions are core concepts regarding personal efficacy, empowerment and accountability.

5. **<u>LEARNING OUTCOMES</u>**

You will become familiar with the field of emotional intelligence, its relationship to human nature, and its impact on effective and satisfying relationships. By learning about your own profile of emotional intelligence competencies, you will be able to intentionally draw on them in your experiences at work and in life. Further, you will be in a position to decide how to cultivate your ongoing learning and development and contribute to the development of the EI of others. More specifically, you will:

- learn the primary models of emotional intelligence (and social emotional intelligence) and identify the features that they share
- rely on existing research on EI to recognize the impact that EI has on human relationships and self-management.
- discover your current profile of EI competencies through the Emotional Social Competency Inventory (University edition).
- Interpret the primary relationships in your life and work in terms of EI
- Identify ways to draw on EI to enhance your work as a parent, volunteer, manager, or family member.
- understand the nature and features of empathy and reasons it is central to our effectiveness and satisfaction.
- Understand the nature and features of resilience and specific ways to cultivate it.

6. **LEARNING STRATEGIES & LEARNING RESOURCES:**

<u>Learning Strategies:</u> This course is designed to give you many opportunities to develop your personal capacity for emotional and social intelligence and to learn to foster this capacity in a wide range of settings. For this reason, we will engage in a range of experiential and collaborative learning activities, as well as activities that focus on you as an individual. Most class sessions will also include interactive lectures and group discussions. Participants will also read and reflect on the course text and resources and select others to pursue your particular interests in EI.

<u>Learning Resources</u>
— Riess, Helen, M.D. (2018) *The Empathy Effect*. Sounds True Publications. ISBN: 978-1-68364-028-8
— Emotional and Social Competence Inventory (University edition). Access to this inventory will be presented at the first class session and will be delivered at a cost of no more than $30.
— *HBR's 10 Must Reads on Emotional Intelligence*. (2015) Harvard Busines Review, Boston, MA. ISBN: 978-1-6336
NOTE: The class will read one chapter from this book and individual students will read an additional chapter. This book is also available as an ebook. In addition, individual articles reprinted in this volume may be obtained elsewhere.

— The EI Consortium (www.eiconsortium.org) will provide a key resource for supplemental articles and materials. Check D2Lfor directions to specific references on the website.

LEARNING ASSIGNMENTS or DELIVERABLES

Evidence of Learning	Relationship to Learning Outcomes	Percent of Grade (4 credit hrs)
Class Activities and Exercises	In-person participation and preparedness will be essential for the attainment of course learning outcomes. Reading assigned resources will be central to success in class session activities.	20
ESCI-U Inquiry & Essay	Completion of the ESCI-U and careful analysis and reflection on results will provide the basis for a written analysis of your profile. The analysis will be in two parts, due on 6/24 and 8/26 A template and guiding questions will be provided via D2L.	30
Reaction Papers	Each of the 4 sessions using D2L will involve reading, viewing resources, or participating in interviews based on specific EI topics. After each session, students will write a reaction paper in response to a prompt that will be provided via D2L.	30

Class Presentation	Each student will read an assigned chapter of the HBR 10 Best Reads and prepare and deliver a 5-10 minute presentation to be delivered during the class session on 8/7.	20
Total Points		**100**

NOTE: All assignments must be uploaded to the appropriate D2L Drop Box by the assigned due date.

7. ASSESSMENT OF STUDENT LEARNING & GRADES:

In alignment with the college's established Qualities and Principles of Assessment (found in the MA Graduate Programs Handbook) of clarity, integrity, flexibility and empathy the instructor has designed this course as a collaborative learning endeavor. As such, she is committed to being responsive to emerging learner needs, as can reasonably be addressed within the framework of the course. This approach to adult learning depends on shared responsibility for the quality of the learning experience and clear, timely communication of needs. The instructor will make every effort to articulate the evaluation criteria for each dimension of the course. It is the learner's responsibility to ask for clarification when needed, and to ask for additional feedback when it is useful to establish are shared framework for assessment.

Additionally, at the end of each of the Liberal Learning Seminars, students assess themselves in terms of their performance regarding each of the Liberal Learning Skills as well as the particular seminar's topic. Faculty also assess students' performance regarding both. (For copies of Liberal Learning Assessment Forms—Student's & Instructor's, see HANDBOOK SECTION H.) A student's self-assessment must be submitted to the instructor before a grade can be recorded. After grades are recorded, copies of completed assessment forms are sent to the student and his/her Faculty Mentor. A copy is also placed in the student's official University/Program file.

Grading & Course Expectations

Grades are assigned on an A – D basis. An F represents a 'failing' grade and plus/minus grades can be assigned. *"Incompletes"* may be given in cases involving exceptional or unforeseen circumstances as negotiated between the student and the Instructor. If an "incomplete" is given, the outstanding work must be completed by the

deadline negotiated between the student and the Instructor as outlined on the incomplete grade contract
http://www.snl.depaul.edu/StudentResources/Forms/Graduate_Forms.asp Student must receive and sign the form before the end of the course. Failure to complete outstanding work by the deadline will result in the "incomplete" reverting to an "F". The *deadline* is yours to negotiate; however, it is not to exceed the end of the <u>following two quarters</u> excluding summer term.

Assessment Criteria and Expectations By Assignment/Evidence

Class Activities and Exercises

A: Engaged participation in all class sessions based on thoughtful preparation; ability to discuss readings, draw on relevant life experience and overall contribute to the quality of the collaborative learning experience. Includes consistent on-time arrival for class, as well as sensitivity to group dynamics in gauging level of participation (e.g. not dominating the discussion, balancing active listening and participation). *See Class participation reading on D2L for more detail on class participation expectations.*

B: Active participation in most class sessions, class preparation and ability to discuss readings and relate them to practice setting with some degree of thoughtfulness.

C: Inconsistent participation and preparation or lack of responsiveness to group dynamics and ability to moderate participation; demonstration of some ability to link readings and theory to practice though lacking in detail.

ESCI-U Results and Reflection

A: Thoughtful summary of ESCI-U findings with analysis that discusses the findings in light of two or more concepts from class readings, as well as one implication for practice or suggestion for improvement.

B: Basic summary of ESCI-U results in light of one concept from class readings.

C: Summary of ESCi-U results with minimal analysis, or an analysis that does not demonstrate full understanding of the class readings.

Reaction Papers

A: Well-organized responses to prompts that explore specific EI topics, demonstrating thorough understanding of key EI concepts and theories

B: Well-organized responses to prompts demonstrating an adequate

understanding of key EI concepts and theories.

C: Clear responses to prompts demonstrating an incomplete or inaccurate understanding of key EI concepts and theories.

Class Presentation

A: Thorough representation of the assigned article/chapter and analysis in terms of multiple EI competencies.

B: Clear representation of the assigned article/chapter and analysis in terms of a single EI competency.

C: Adequate representation of the assigned article/chapter with minimal analysis and no explicit reference to EI competencies.

NOTE: All written work and scheduled presentations/experiments are due on the assigned date unless otherwise negotiated in advance with the instructor. Late work will receive a half-grade deduction for each week it is over-due. For example, if the paper would have received a "B" grade submitted on time, it will receive a "B-" if turned in a week late, with an additional half point taken for each additional week.

For additional information pertaining to grade designations, see following links:
http://snl/StudentResources/Graduate_Resources/Grades.asp
http://sr.depaul.edu/catalog/catalogfiles/Current/Graduate%20Student%20Handbook/pg25.html

8. SCHEDUULE OF CLASS SESSIONS (A revised schedule will be provided immediately
following the first class session with additional information regarding assignments.)

Date of Session	Topic(s)	Session Activities	Read/Prepare for Following Session
June 19	**Introduction to Emotional Intelligence**	**Introduction to the course and to each other** **Complete ESCI-U or Obtain access to Online tool**	**ESCI-U results and debrief** **Answer questions in Part I of ESCI analysis (Due 6/24)**
June 26	**EI Models and Theories**	**Review of the three Basic models (trait, competence, and intelligence models)** **Synthesize fundamental assumptions of the 3**	**Article from EI Consortium website (see D2L)**
July 3 (VIA D2L – no Classroom session	**Closeup of Goleman's Model**	**Goleman video and worksheet** **Discussion Forum**	**Reaction Paper (Due 7/8)** **Read Chapters 1-5 of The Empathy Effect**
July 10	**Empathy**	**Discussion and exploration of Empathy as a competence**	**Read Chapters 6-8 of The Empathy Effect**

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		Exercises in exerting empathy	
July 17 (VIA D2L – No classroom session	**Closeup of Empathy**	**Exploration of empathy in particular contexts and social forces that affect the practice of empathy** **Discussion Forum**	**Reaction Paper (Due 7/22)** **Read Case Studies**
July 24	**Applied EI**	**Workshop Exercises on the four broad skills of EI**	**Read HBR article on Resilience**
July 31 (VIA D2L – No classroom session	**Resilience**	**Discussion: Nature and Development of Resilience** **Optimism video and worksheet**	**Reaction Paper (Due 8/5)** **Participation in coaching session (schedule Between 8/1 and 8/8)**
August 7	**Special topics in EI**	**Presentation of assigned readings In the HBR 10 Must Reads** **Exercises in optimism and resilience**	**Read articles from EI Consortium website Topics: Leadership, Human Resources**
August 14 (VIA D2L – No classroom session	**EI in the Workplace**	**Web search exercise** **Discussion**	**Reaction Paper (Due 8/19)** **Read Chapter 10 of The Empathy Effect**
August 21	**Taking Care of Yourself**	**Self-awareness Self-empathy Visioning**	**Complete Part II of the ESCI Analysis and Submit both parts as one document (Due 8/26)**

9. EXPECTATIONS, POLICIES & OTHER RESOURCES:

a. **Adult/Professional Engagement:** All course participants (students & instructors

alike) are responsible for co-creating the learning space of this course—contributing individual uniqueness while also modulating them for the sake of group learning. In this regard, **professional engagement** is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for ***requesting what we need*** to improve/sustain learning. The answer may be 'yes' or 'no'---but, *not to request* is to leave the matter to chance. See also Dean of Students Office For additional information pertaining to DePaul's Code of Student Responsibility, see: http://studentaffairs.depaul.edu/handbook/index.html

b. **Academic Integrity:** Students are expected to adhere to the University's policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: Academic Integrity Policy

c. **Attendance:** In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is in excess of, twenty percent (20%) of all class sessions are advised to drop the course to avoid a failing grade.

d. **Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association (See* APA citation format)*.

e. **Classroom-based Research involving Human Subjects:** Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. See Protection of Human Research Participants

f. **Incomplete Grade:** Incomplete Policy

g. [Course Withdrawal Timelines and Grade/Fee Consequences](#)

h. **Learning Disabilities:** Students who have need of an accommodation based on the impact of a disability should see [Accommodations Based on the Impact of a Disability](#)

i. **Writing Assistance:**
[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

10. **INSTRUCTOR BIOGRAPHY:**   Donna Younger holds an Ed.D. in Higher Education Curriculum and Development with a concentration in Adult Development from the University of Memphis. Her career in higher education of ore than forty years includes experience as an advisor, adjunct instructor, resident faculty member, administrator, and consultant in proprietary, community college and nonprofit organizations, in addition to more than 30 years at the School for New Learning. During that time, Donna has developed particular expertise in assessment and in emotional intelligence and received certification to administer the Eq-I. She has worked outside of higher education as well, providing training in EI for organizations providing development opportunities for employees and members. Most recently, Donna has worked with the Collaborative Law Institute of Illinois, delivering workshops in teamwork, leadership, and emotional intelligence for attorneys, social workers, and financial planners.

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