

DePaul University | School of Continuing and Professional Studies

Program Identifier: Undergraduate Program / Graduate Programs

Course: LLS 420-G – 201

BADM 345 801

CCH 345 801

COURSE TITLE: EMOTIONAL INTELLIGENCE AT WORK

TERM, YEAR WINTER 2021

INSTRUCTOR INFORMATION

Name: Donna Younger, Ed.D.

Office Location: n/a

My office hours are by appointment and held on Zoom

You can reach me at dyounger@depaul.edu or dyounger810@gmail.com

Course Dates: 1/11/2021 – 3/21/2021

Course Location and Delivery Format: Online via D2L and Zoom

Synchronous sessions (Zoom): 1/11 and 3/8 – 9:00 am – 12:00 pm; 1/25, 2/8, and 2/ 22 9:00-10:00 am

Individual coaching sessions by appointment

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 field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>) Strategies for applying EI to increase one's success and satisfaction at work and other social contexts will also be explored.

There are a several models of emotional intelligence, each with a measure used by

individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. Six Seconds' model of EI is designed to have broad application and enable individuals to draw on EI across the various dimensions of their lives.

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

After this course, you will be able to:

- identify the primary models of emotional intelligence (and social emotional intelligence) and describe the features that they share
- rely on existing research on EI to recognize the impact that EI has on human relationships and organizations
- describe and interpret your current profile of EI abilities and tendencies
- 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.

LEARNING STRATEGIES & RESOURCES

Required weekly readings will be drawn from:

Freedman, Joshua. *At the Heart of Leadership*, 4th edition. Six Seconds Press: 2019.

This recent edition focuses primarily on application of the Self-Science model of emotional intelligence and interpretation of the individual's profile of EI abilities reflected in the Social Intelligence Inventory (SEI).

Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2006). *Emotional Intelligence in Everyday Life* (2nd Edition). New York: Psychology Press, Inc.

In this second edition, leaders in the field present the most up-to-date research on the assessment and use of the emotional intelligence construct. Importantly, this edition expands on the previous by providing greater coverage of emotional intelligence interventions. As with the first edition, this second edition is both scientifically rigorous, yet highly readable and accessible to a non-specialist audience.

In addition, learners will be required to register for and complete inventories of EI that will serve as the basis of personal reflection and application of EI:

SEI Inventory of social-emotional intelligence. Access and detailed cost information (less than \$40) provided during the first class session. The inventory and the resulting report are administered online.

ADDITIONAL READINGS AND A BIBLIOGRAPHY OF RESOURCES WILL BE PROVIDED VIA D2L TO SUPPORT LEARNERS INDIVIDUAL INQUIRY PROJECTS.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

Distinctions between undergraduate and graduate deliverables: all students will engage in a review of scholarship regarding EI, analysis and reflection of personal EI attributes, and opportunities for application. In addition, graduate students will research movements, projects, and organizations aimed at embedding EI in education and civic engagement. Identify opportunities for contributing to the work of one organization/project.

In addition to the deliverables described below that are related to sections of the course, learners will be required to engage in learning activities in preparation for synchronous sessions and as a part of asynchronous sessions. These assignments will comprise 20% of the final course grade and will contribute to the deliverables described below.

The field of EI 25%

- History and origins of EI as a field
- Major models – trait, ability, and mixed models; points of similarity and difference
- Advocacy for EI in American and international sectors (education, wellness, etc.)
 - Foundations and NGOs
- Research on the impact of EI
- Neuroscience and EI – “wired to connect”

Evidence of learning:

Session Response Paper (1)

Focused Inquiry Project (web research on subtopic of EI)

Graduate Credit: Inquiry into current initiatives and projects (domestic and international) that focus on the implementation of EI for the growth of individuals and/or organizations. Topic determined in consultation with instructor.

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The Self-Science Model – developed by 6 Seconds (Joshua Freedman) 20%

- Features of the model

- Grounding of the model in the field of EI and relationship to Goleman

- Measures of EI

- Arenas for applying and developing EI (parenting, civic engagement, education,)

- Individual's profile of EI using the Brain Profiles

- Relevance of personal EI profile to academic, career, and personal goals

Evidence of Learning:

Session Response Paper (1)

Coaching Session (1)

Application of EI – personalized to student's profile and contexts 35%

- Exploration of strengths through research/scholarship

- Relevance to key application context (work, community, family, personal)

- Samples of applied EI – materials, action plan, etc., developed for the practice context

- Relationship of individual's EI profile and applications to a worldview for EI

- Examination of current cross-cultural efforts to advance EI

- Opportunities for advocacy for EI in local schools, communities, Institutions, industries

Evidence of Learning:

Paper: Analysis of SEI results/report and implications for practical application

List/bibliography of resources related to individual growth goals

Coaching Session (1)

ASSESSMENT OF STUDENT LEARNING

Specific assignments for deliverables will be provided via D2L and will include assessment criteria tailored to the evidence of learning.

In general, learners' work will be evaluated in terms of its responsiveness to the guidelines and criteria linked to specific assignments. Assignments that are submitted after the due date without consultation with the instructor may incur a grade deduction.

Attendance at synchronous sessions (9 contact hours) is required. Missing 20% or more of this time will result in a 10% deduction in the final grade.

GRADING CRITERIA & SCALE

Deliverables will be graded according to the criteria provided and the grade for each assignment and for the final grade will use the following scale:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

PASS/FAIL GRADE POLICY

DePaul Temporary Pass/D/F policy

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.

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- Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the

final week of a shorter-term course).

- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

A general course schedule is indicated at the head of the syllabus. A more detailed agenda for synchronous sessions and due dates for asynchronous activities will be provided via D2L by 12/20.

COURSE POLICIES

D2L will provide the means of communicating adjustments to learning resources or activities and updates following synchronous sessions.

The impact of attendance on the final course grade was described above. "Attendance" is defined as presence during the scheduled sessions that permits complete engagement and interaction during the session. Login or dial-in participation from a setting that restricts the learner's ability to view shared materials, engage with other learners, or contribute to discussions will be considered nonattendance.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD) [Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

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[Withdrawal/Drop Policy](#) and [Withdrawal Tuition Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Research Involving Human Subjects](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Donna Younger served on the resident faculty of School for New Learning from 1991-2002 and as an adjunct professor from 2002-present. She holds an Ed.D. in adult higher education from the University of Memphis and has been certified to use emotional intelligence inventories by 6 Seconds and the Bar-on Emotional Quotient Inventory. Donna has taught a variety of courses that address emotional intelligence directly (e.g., The Emotionally Intelligent Leader) and others that focus on application of EI (e.g., Teamwork for Personal and Professional Growth). Beyond this, she provides training for profit and not-for-profit organizations in EI and related areas.

ADDITIONAL CONSIDERATIONS

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.