

INTD 1820 - 018
Emotional Intelligence
Course Syllabus
Fall 2011

Instructor: Elizabeth J. Cracco, Ph.D.
elizabeth.cracco@uconn.edu
Assistant Director, Coordinator of Clinical Services
University of Connecticut Counseling and Mental Health Services

Mentor: Giuliana Spinelli
giuliana.spinelli@huskymail.uconn.edu

Office: Counseling and Mental Health Services 264 Glenbrook Road

Office Hours: By appointment 486-4705 or email.

Class Location: CUE 134

Course Description & Objectives:

This course will focus on the exploration of Emotional Intelligence, and its major domains of personal and interpersonal competence as defined through the work of Daniel Goleman. We will emphasize exploration of intra and interpersonal competence through reflection, journaling and guided, interactive in-class activities, with a broad goal of building skill sets that promote emotional competence. We will also examine the significance of EI in work, family, and relationships and academic success.

Academic Integrity:

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*.

Course Materials: Course Syllabus, lecture Power Point Slides, readings and activities will be catalogued on Husky CT on a per week basis.

Course Requirements:

Students seeking to earn credit are required to:

1. **Attendance & Participation (25%):** Attendance will be taken at each class meeting. Because this is an experientially-based course, more than 2 absences will result in grade reduction. As with any group experience, the enthusiasm and participation of all members is critical for an enlivened process. In order for us all to have the most positive experience, I ask that you bring your energy, and your respect for all other members of this learning environment.
2. **Assigned Readings:** Required readings/activities will be available either in Husky CT, or in supplemental handouts distributed during class at least 1 week prior to their due date. You are expected to complete readings in preparation for class.
3. **Engagement/Reflection Journaling (30%):** Each week there will be a journaling/reflection question offered to you via the Husky CT journaling function. *There are 14 weeks of class, and you are required to submit 3 entries.* The purpose of this assignment is to have you engage with the material, and to find its application to everyday life. In order to

receive credit for your engagement/reflection journal entry it must be submitted prior to the beginning of the class of the day the reading will be discussed. Submissions should be typed and double spaced, no longer than 2 pages. They may be submitted in hard copy the day of class, or via HUSKY CT.

4. **PRE-POST EI Skills Assessment (20%):** Within the first two weeks of class you will be given the EISA – Emotional Intelligence Skills Assessment a paper and pencil self-scored test. We will use this assessment as a way to identify EI goals for the semester, and to informally benchmark your progress toward those goals. Here are instructions for this assignment:
 - a. **EISA PRE-TEST: DUE by Week 3, September 15th:** Complete the EISA, and all scoring pages. Submit a brief paper (Approximately 3 pages (max) double-spaced) that summarizes you're your scores on each of the five factors. Identify areas of strength, and areas for growth, giving examples from your "real world" of each. Finally, in the last paragraph of your paper, please identify 1 or 2 SPECIFIC EI Skills you would like to work on improving over the course of this semester. Attach a copy of the Scoring grid found on Page 6.
 - b. **EI POST-TEST: Due by Week 13, December 1st:** Write a 2 -3 page paper wherein you reflect on your goals identified in the EI pre-test. Have you made progress toward these goals? Share specific examples that support your assessment of your progress, or lack thereof. Feel free to re-take the EI test and re-score it to get a thumbnail sense of your level and direction of progress.
5. **Exam:** There will be one in-class exam on November 10th – WEEK 11

Grading:

3 Journal Assignments:		30%
Participation & attendance	25%	
Exam		25%
Pre-Post EI Assessment	20%	
Total:		100%

TENTATIVE Course Outline:

Date:	Schedule of Topics & READINGS
September 1	: Week 1: Introduction, overview of course and expectations The Who, Why and What of Emotional Intelligence
September 8	Week 2: Emotional Self-Awareness: Identifying Primary Emotions READING: HANDOUTS given in Week #1: from "Don't Let Your Emotions Run Your Life." (Spradlin, New Harbinger)
September 15	BASELINE EI Skills Assessment Due. (SEE ASSIGNMENTS) Week 3: Secondary Emotions, Accurate Self-Assessment Measuring EI READING: Chapter 4: Know Thyself: from Goleman (1995), Emotional Intelligence, (Bantam).
September 22	Week 4: The Emotional Brain Reading: "The Neuroanatomy of Leadership" Chpt. 3 from Goleman (2002). <u>Primal Leadership: Realizing the Power of Emotional Intelligence</u>

September 29

Week 5: Self Confidence & Emotional Self-Control

Reading: CIARROCHI, J & SCOTT, G. (2006). The Link Between Emotional Competence and Well-Being. British Journal of Guidance and Counseling, 34,2.
<http://web.ebscohost.com.ezproxy.lib.uconn.edu/ehost/pdf?vid=6&hid=5&sid=11eef6a2-49f0-4651-a5e7-824d82ebc2e2%40sessionmgr12>

October 6

Week 6: Empathy

READING: The New Yorker, August 5, 2002: The Naked Face: Can You Read People's Thoughts Just By Looking At Them?
http://www.gladwell.com/2002/2002_08_05_a_face.htm

October 13

Week 7: Motivation:

READING: "The Motivation To Change" Chpt. 7 from Goleman (2002). Primal Leadership.

October 20

Week 8: Optimism

READING: "So what do I have to do to find happiness?" The Sunday Times, October 2, 2005
http://www.timesonline.co.uk/tol/life_and_style/article569839.ece

October 27

Week 9:: Teamwork, Collaboration, Conflict –

"The Emotional Reality of Teams." Chpt. 9 from Goleman (2002). Primal Leadership. Team Initiatives in Class.

November 3

Week 10: EI and close connections:

READING: "Intimate Enemies." Chpt. 9 from Goleman (1995), Emotional Intelligence

November 10

WEEK 11: EXAM

November 17

Week 12: Bringing it With You: EI – There's an APP for that! (Mentor Facilitated)

December 1st

Week 13: EI POST TEST DUE (SEE ASSIGNMENTS)

Teamwork, Collaboration, Conflict – Team Initiatives

December 8th

Week 14: Laughter and Play