



School for New Learning
***Course Syllabus:**
HC 107 Managing Emotions in Difficult Times
December, 2009

Donna Younger, Ed.D.
Oakton Community College
1600 E. Golf Rd.
Des Plaines, IL 60016

dyounger@oakton.edu
847-635-1655
fax 847-635-1604

Location: Oak Forest Campus
Dates: 11/30, 12/2, 12/7, 12/9, 12/14
Credit: 2 quarter hours

Course Description

Though we look forward to holidays and special occasions, they often present challenges in managing our emotions. The occasions for stress and disappointment, as well as peace and joy, abound, requiring us to practice self-awareness, self-management, and relationship management at home and at work. This course will introduce a framework of emotional intelligence and provide opportunities for participants to assess their emotional intelligence and improve it through reading, discussion, role-play, and film analysis.

Instructor: Donna Younger holds an Ed.D. and a Master of Arts in Teaching from the University of Memphis and has taught, trained, and facilitated in a variety of academic, not-for profit, and corporate settings. She was trained and certified to administer and interpret the Emotional Quotient Inventory (Eq-I) and has applied emotional intelligence to problem-solving at work, at school, and in life beyond.

* A revised syllabus with bibliography and expanded course schedule will be distributed at the first class session.

Competencies -- Students will address one of the following:

- FX Can employ skills of social and emotional intelligence to solve problems in relation to one's career.
- H2X Can explain how emotional intelligence is applied in organizational training and development.
- H3X Can analyze and resolve interpersonal conflict using knowledge and skills of emotional intelligence.
- A3X Can assess one's own emotional competence and interpret it in the context of personal and cultural identity.

Learning Experience

Students will engage with each other and the instructor both in the classroom and on Blackboard to discuss course readings, explore the nature of emotional intelligence in a variety of settings, critique videotaped excerpts, evaluate the effectiveness of particular interpersonal strategies in the context of particular situation, and explore their own emotional intelligence profile.. The Blackboard site will be used for discussion conferences, to access web-based materials, and to submit assignments.

Required Text:

Emotional Intelligence 2.0. Travis Bradberry.

Additional materials will be distributed via BlackBoard to address particular competences.

Supplemental Materials:

A complete bibliography will be distributed in class. Students will be expected to draw from these and/or other sources to complete projects related to their individual competences.

In order for learners in the course to be successful, it is important to review the following and participate accordingly:

Attendance: The nature of the course depends on participation of group members, so attendance is central to learning of individuals as well as the group. Several in-class exercises will provide evidence of competence and must be completed and are difficult to make up because they require the involvement of others. If you know you will need to miss class due to *unavoidable* travel or commitments, make arrangements in advance for alternate assignments, if possible, to replace those you will miss. If you miss class due to an emergency, contact me as soon as possible. While missing any class time might make it difficult for you to earn the grade you wish, missing more than two classes sessions may lead to a significant grade reduction or a negotiated grade of “Incomplete.”

Academic Seriousness: It is expected that students will incorporate sound critical thinking and writing skills into their work in the course and will demonstrate their academic maturity by honoring the Academic Integrity policy, participating actively in class activities, interacting respectfully but honestly with group members, preparing for each class session, seeking connections between course content and other experiences, and assuming responsibility for their own learning.

Incompletes: Students may request a grade of “Incomplete” if a significant change in circumstance prevents their timely completion of class sessions and/or assignments. The Incomplete Contract must include terms for resolving the Incomplete and must be submitted by the student and signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from IN to F. Students who do not

submit work by the end of the quarter and who have not requested an IN, will be awarded an appropriate letter grade and not an Incomplete.

Competence Development and Demonstration

Course activities, assignments and assessment are aligned with each of the competences, enabling students to see the relationship between the competences for which they are registered and their efforts in the course. In addition to the following, students will participate in in-class exercises.

FX: Can employ skills of social and emotional intelligence to solve problems in relation to one's career.

Course Activities:

- Identify key challenges to career development that are posed by negative economic and social forces.
- Analyze the impact of these challenges to intrapersonal awareness and interpersonal relationships.

Evidence Students Will Submit

A paper providing a detailed description and analysis of a specific problem related to his/her career and its relationship to the skills of emotional intelligence. The paper should draw on a minimum of 5 sources and be 7-10 pages in length. The paper will comprise 60% of the final grade; in-class and homework exercises will comprise 40%.

H2X Can explain how emotional intelligence is applied in organizational training and development.

Course Activities

- Consider the relationship of emotional intelligence skills to the general focus of organizational training and development programs.
- Review training programs from specific companies that include Emotional intelligence skills.

Evidence Students Will Submit

A paper or presentation providing a detailed description and analysis of a specific organizational training program, identifying the specific relationship of emotional intelligence to training goals and activities. The paper should draw on a minimum of 3 sources and be 7-10 pages in length. The presentation should include a handout for the class that includes the sources used. The paper/presentation will comprise 60% of the final grade; in-class and homework exercises will comprise 40%.

H3X Can analyze and resolve interpersonal conflict using knowledge and skills of emotional intelligence.

Course Activities

- Describe interpersonal conflict, including a description of the social context and the points of view of the parties involved.
- Practice diagnosing interpersonal conflict using the emotional Intelligence framework as a basis.

Evidence Students Will Submit

A paper or presentation providing a detailed description of the interpersonal problem being addressed and proposed resolution to the conflict, analyzed in terms of emotional intelligence. The paper should draw on at least 3 sources and be 7-10 pages in length. The presentation should be 15 minutes and include a handout for the class including sources used. The paper/presentation will comprise 60% of the grade; homework and in-class exercises will comprise 40%.

A3X Can assess one's own emotional competence and interpret it in the context of personal and cultural identity.

Course Activities

- Practice interpreting emotional intelligence profiles using the individual's personal and cultural contexts as foundation.
- Consider aspects of emotional intelligence that are influenced by cultural Context and those that are not.

Evidence Students Will Submit

A paper that interprets the student's emotional intelligence profile and analyzes the impact of family, cultural context, and other personal factors on it.

Criteria for Assessment

All Assignments:

- A - Demonstrates careful attention to detail and clear evidence of a thorough understanding of principles of emotional intelligence.
- B - Provides adequate detail and a sound understanding of principles of emotional intelligence.
- C - Provides basic detail and a cursory understanding of principles of emotional intelligence.

Class Schedule

An expanded schedule will be distributed after the first class that includes assignments..

Session

- 1 Introduction to the course and to each other
Review of current social stressors
Focus on the potential stress of holidays and celebrations
General review of emotional intelligence
- 2 Review of Bar-On's Emotional Intelligence Framework
Sample Eq-I profile
Exercise: Connecting the profile to situations
- 3 Interpreting the Behavior of Others
Film review and discussion
- 4 Emotional Intelligence Improve: Class participants will prepare descriptions of "real life" interpersonal problems that will be addressed by the class via discussion and role play.
- 5 Presentations
Sustaining one's own emotional growth

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.