

**IN 307 Advanced Elective Seminar**  
**Emotional Competence for Adults**  
Syllabus

Spring Quarter, 2008  
O'Hare Campus      Thursdays 6:30-9:30  
4/3, 4/17, 4/24, 5/8, 5/15, 5/22, 6/5  
and on BlackBoard

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**Competences**

- E1      Understands the physical, psychological, and spiritual dimensions of emotion and their contributions to human nature.
  
- E2      Employs an understanding of emotion and human nature in practicing communication skills to cultivate interpersonal relationships.

**Course Overview**

In order to be fully human and cultivate our potential, we need to bring our abilities to think and to feel into harmony with each other. Unacknowledged feelings can compromise thinking and performance in the workplace, in school, in relationships and other dimensions of life. This course is designed to explore the relationship between thinking and feeling; the impact of emotions on performance; the role of emotion in collaboration; frameworks of emotional competence, and strategies for facilitating emotional competence in oneself and others.

To a great extent, we will draw on the literature of emotional intelligence and leadership to support learning. Beyond that, we will include literature and film to explore the human experience of emotion. Participants in the course will be encouraged to contribute readings and artifacts from a variety of disciplines to enrich classroom learning.

**Evidence of Competence**

- E1      This competence will be demonstrated through a project exploring applications of emotional intelligence in a context meaningful to you. You will choose one chapter from Part II of the text as the basis of your work and supplement with a minimum of 3 additional sources. You may present your findings in a paper submitted by June 5 or through a 10 min. presentation plus accompanying outline.

E2 This competence through in class exercises and through two papers. The first is an analysis and synthesis of your emotional intelligence as revealed through the Eq-I and the ESCI. For the second paper you will choose **one** of the assignments listed below. All papers should be a minimum of 5 pages and incorporate sources relevant to the assignment.

1. Describe your reaction to watching Ordinary People and analyze in terms of your own emotional history and emotional intelligence. Choose one of the three main characters and write a profile of their emotional health and emotional intelligence based on specific behaviors you saw in the film and provide suggestions for this character's ongoing development.
2. Complete the Kegan worksheet provided in class and write a paper explaining how it relates to your work and/or personal life. Assess the difference it would make if you were to implement strategies included on the worksheet.
3. Write a detailed action plan to develop one competency from either of the models reviewed in class. Explain your choice of competency based on your EI profile and provide specific examples of how, when and with whom you would create opportunities to practice.

## **Learning Resources**

### Required Texts

Emotional Intelligence in Everyday Life. Joseph Ciarrochi, Joseph P. Forgas, and John D. Mayer (editors) Psychology Press: 2006. ISBN: 9-78184-694351

BarOn Emotional Quotient Inventory (BarOn EQ-I). An inventory of emotional intelligence that will be administered online; ordering information will be provided at the first class session. Cost: \$38

Kolb Emotional and Social Competence Inventory. Provided in class.

Readings from the following and others will be distributed in class:

Cherniss, Cary and Daniel Goleman. *The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations.* Jossey-Bass, 2001.

Kegan, Robert and Lisa Laskow Lahey. *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation*. Jossey-Bass, 2000.

### **Class Schedule**

Please see the BlackBoard site for additional information regarding assignments and activities between classroom sessions.

- 4/3 Introductions to the course and to each other  
Information for taking the Eq-I and the ESCI
- 4/10 No class
- 4/17 A review of EI history, models, and issues
- 4/24 Debriefing Eq-I and ESCI results
- 5/1 No Class
- 5/8 Competency Development (2 competences will be selected based on students' EI profiles)
- 5/15 View *Ordinary People* and discuss
- 5/22 Exercise: *How the Way We Talk Can Change the Way We Work* (Kegan)
- 5/29 No Class
- 6/5 Presentations

### **Ground Rules**

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. Students who miss these exercises will need to make them up in some way. If you know you will need to miss class due to *unavoidable* travel or commitments, make arrangements in advance to make up the work 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 may lead to a significant grade reduction or a grade of "Incomplete."

Academic Seriousness: Advanced Elective Seminar is designed for students who have demonstrated academic skills in previous courses and have already earned competences

in critical thinking, writing, and research. It is expected that students will incorporate these 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.

*According to the policies of DePaul University:*

**All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center ([snladvising@depaul.edu](mailto:snladvising@depaul.edu)) or the Office of Financial Aid ([finaid@depaul.edu](mailto:finaid@depaul.edu)) to work out your particular situation.**

**Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.**

**In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee ([snlexceptions@depaul.edu](mailto:snlexceptions@depaul.edu)). In no case is such a refund allowed more than once during a student’s career at DePaul.**