

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 2970**

**Special Topics in College Student Development**

**The Fundamentals of Emotional Intelligence (2 credit hours)**

**Course Syllabus**

**Spring 2018**

**1. General Information**

Instructor: Melani R. Landerfelt, M.A., Ph.D. Candidate

Office: Tichenor Hall 302

Office hours: By appointment

Email: mrl0021@auburn.edu

Class meetings: 9:00-9:50 Monday and Wednesday, **Haley Center 2324**

Prerequisites: None

**2. Description**

This course introduces students to the science behind emotional intelligence and strategies to increase emotional intelligence and resilience drawing upon principles of positive psychology. Emotional Intelligence involves the ability to recognize/identify and understand one’s feelings, express emotion, respond to or manage feelings in adaptive ways, and use emotions to help meet one’s needs. In addition to learning about the theories and basic behavioral science behind these constructs, students in this course will be asked to engage in a variety of tasks (dialogue, skill building, journaling) to practice the principles taught. This course will involve discussion, experiential activities, and interaction with peers. Students are encouraged to evaluate whether or not the course is a good fit for them knowing that they will be asked to engage in these activities. The course is not a place to process psychological problems or be used as a substitute for counseling. Students will learn about how they can use positive psychology principles to meaningfully influence their lives in ways that promote happiness and mental wellness.

**3. Justification**

Emotional Intelligence is related to improved academic, personal, and work performance. In Auburn University first-year students, emotional intelligence was also linked to college adjustment. Because college adjustment relates to retention, providing students with instruction to increase their emotional intelligence, and help them understand the behavioral science behind positive psychology, can help achieve goals related to Priority 1.

**4. Objectives**

Through participation in this course, students should be able to:

1. Perceive and identify emotion
2. Understand emotion
3. Use emotion meaningfully
4. Describe how constructs of positive psychology can be used to meaningfully influence their lives

**5. Assigned Reading**

***Books***

Goleman, D. (2006). *Emotional intelligence: The 10th anniversary edition*. New York, NY: Bantam Books.

Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Atria.

***Articles and Chapters***

Bradberry, T. (2017, March 20). 15 signs you are emotionally intelligent. Retrieved from <https://www.linkedin.com/pulse/15-signs-you-emotionally-intelligent-dr-travis-bradberry?trk=msn-ip>

Csikszentmihalyi, M. (2008). The conditions of flow (pp. 71-93). In *Flow: The psychology of optimal experience*. New York, NY: Harper Perennial.

Duckworth, A. (2016). Interest (pp. 93-116). In *Grit: The power of passion and perseverance*. New York, NY: Scribner.

Lickerman, A. (2012). Accept pain (pp. 141-156). In *The undefeated mind: On the science of constructing an indestructible self*. Deerfield Beach, FL: Health Communications.

**6. Optional Recommended Reading**

Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied & Preventive Psychology, 4*, 197-208. doi:10.1016/S0962-1849(05)80068-7

McCullough, M. E., & vanOyen Witvliet, C. (2002). The psychology of forgiveness (pp. 446-458). In Cr. R. Snyder & S. J. Lopez (eds.), *Handbook of positive psychology*. New York, NY: Oxford University Press.

Neff, K., (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity, 2*, 85-101. doi:10.1080/15298860390129863

Neuhoff, C. C., & Schaefer, C. (2002). Effects of laughing, smiling, and howling on mood. *Psychological Reports, 91*. 1079-1080. doi:10.2466/pr0.2002.91.3f.1079

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*, 185-211. doi:10.2190/DUGG-P2E-52WK-6CDG

Seligman, M. E. P. (2002). Satisfaction with the past (pp. 62-82). In *Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: Atria.

**7. Schedule**

1. January 10:
	1. Syllabus and class overview, EIQ assessment, introduction to Emotional Intelligence.
		1. **Read Bradberry**
2. January 15:
	1. Martin Luther King Jr. Day, no class
3. January 17:
	1. Active learning, relating in class; Overview of happiness, well-being, and positive psychology.
		1. **Read Seligman Ch 1**
	2. Process Model of Emotion; Bar-On’s (1997) Conceptualization of EI
		1. **Read Goleman Ch 3**
		2. *Optional: Read Salovey & Mayer, 1990*
4. January 22:
	1. Physiological awareness
		1. **Read Seligman Ch 9 & Goleman Ch 2 & Appendix C**
		2. **Homework: Physiological awareness journal assigned**
5. January 24:
	1. Defining emotion
		1. **Read Goleman Ch 4 & Appendix** **A**
	2. Identifying components of emotion
6. January 29:
	1. Identification of emotion and expanding emotional vocabulary; Alexithymia
		1. **Read Csikszentmihalyi, 2008**
		2. *Optional: Read Seligman, 2002*
		3. **Class Activity: Identifying Peer’s Emotions**
7. January 31:
	1. Awareness of emotions in daily life, peak flow
8. February 5:
	1. Functions of Emotions
		1. **Quiz 1**
9. February 7:
	1. Experiential identification of triggers, appraisals and basic needs
		1. **Read Goleman Ch 1**
		2. *Optional: Read Goleman Ch 6*
10. February 12:
	1. Coping Strategies
		1. **Read Goleman Ch 5**
		2. **Watch** <https://www.ted.com/talks/michele_l_sullivan_asking_for_help_is_a_strength_not_a_weakness?language=en>
11. February 14:
	1. Emotion journals, gratitude
12. February 19:
	1. Emotion regulation
		1. **Read Goleman Ch 6 and Read “*How laughing leads to learning*” at** <http://www.ronberk.com/docs/media_laughing.pdf>
		2. *Optional: Read Mayer & Salovey, 1995*
13. February 21:
	1. Progressive relaxation, mindfulness, yoga, intentional laughing
		1. *Optional: Read Neuhoff & Schaefer, 2002*
		2. Biofeedback experience in class
		3. **Homework: Mindful photography assignment distributed (Kurtz & Lyubomirsky)**
14. February 26:
	1. Culture and Emotions
		1. **Read Seligman Ch 10**
15. February 28:
	1. Unpacking our biases about emotions
16. March 5:
	1. Expressing and using emotions
		1. **Read Goleman Ch 8**
		2. *Optional: Read Goleman Ch 7*
17. March 7:
	1. Listening to others’ emotional expressions and practice communication of emotions; Decision making with emotion information
		1. **Watch** <https://www.ted.com/talks/robert_thurman_on_compassion?language=en>
		2. **Homework: Practice Compassion - see** <http://www.cnn.com/2017/04/12/health/compassion-happiness-training/index.html>
18. March 12:
	1. Spring Break, no class
19. March 14:
	1. Spring Break, no class
20. March 19:
	1. More on Emotion Regulation
		1. **Read Lickerman, 2012**
21. March 21:
	1. Emotional acceptance, cognitive strategies, reinterpretation, savoring
		1. **Savoring homework (Harrison, Smith, Bryant approach)**
22. March 26:
	1. **Quiz 2**
	2. Emotional Training
		1. **Read Goleman Ch 14**
23. March 28:
	1. Emotional exposure, gratitude, building on strengths
		1. **Read Seligman Ch 2; complete Signature Strengths Test in Seligman**
		2. **Gratitude Assignment**
24. April 2
	1. Self-compassion and connection
		1. **Read Goleman Ch 9**
		2. *Optional: Read Neff, 2003*
		3. **Watch** <https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness>
25. April 4:
	1. Building self-compassion, curiosity, and building relationships
		1. **Kashdan & Silvia exercise**
26. April 9:
	1. Resilience, grit, and growth through failure
		1. **Read Seligman Ch 6**
		2. *Optional: Read Seligman Ch 8*
		3. **Take Grit Test – This is for self-learning and not a quiz or exam**
27. April 11:
	1. Post Traumatic Growth
28. April 16:
	1. Music and emotions
29. April 18:
	1. Broaden and build
30. April 23:
	1. Forgiveness and Self-forgiveness
		1. *Optional: Read McCullough & vanOyen Witvliet, 2002*
31. April 25:
	1. Loving Kindness Meditation
32. Wednesday, May 2 - FINAL EXAM PERIOD: 8:00 am - 10:30 am
	1. Final exam period will be used for **Quiz 3**

**8. Assignments**

***Participation***

To succeed in this course, students should plan to be present and participate in class. Participation for each week is worth 30% of the grade. To receive credit for participation, students should engage in discussions/activities. Class attendance will be taken at each class.

***Quizzes***

There are 3 Quizzes in this course. Each is worth 10 pts for a total of 30% of the course grade. Quizzes will cover material from the previous weeks. The quizzes are not meant to be cumulative, however the concepts in this course build upon one another and it will be helpful to understand foundational concepts in the course to better understand later concepts.

***Journal Entries/Reaction Papers***

Students will be asked to practice many of the ideas discussed in the course. Sometimes students will write about general reactions to what we are doing in class, and on other occasions, they will receive specific directions about the writings. In general, these papers will be no more than 1 page single spaced (and usually at least a half-page single spaced). **Students will submit 10 written assignments via Canvas.** These assignments may vary in terms of points based on the time commitment involved and will each be worth 4 points. In total, these assignments will comprise 40% of the grade.

**9. Grading**

This class is graded Satisfactory/Unsatisfactory. A grade of Satisfactory requires the student to earn at least 80 points in the course. This course requires participation.

80-100 pts Satisfactory

0-79 pts Unsatisfactory

**10. Class Policy Statements**

***Late policy***

Late journal entries will be allowed but will be penalized. You may always turn in a journal entry ahead of time. You may always email a journal entry to me if you are unable to make it to class

or if you are having technical difficulties submitting an assignment on Canvas. Journal entries are always due by the **start** of class. You should turn all written assignments in electronically (via Canvas or email) so they will contain a time stamp. In would be better to turn in an incomplete or late assignment rather than no assignment at all. Late assignments will be penalized by a 33% grade reduction for each class day they are late. For example, since class is MW at 9:00 am, an assignment turned in late on that Monday when the assignment is due up to the start of the next class (on Wednesday) will receive a 33% grade reduction, an assignment that is turned in after the start of class on Wednesday up until the start of class on the following Monday will receive a 66% grade reduction. Any assignment that is over a week late will receive a grade of 0.

***Attendance***

Attendance is required, and highly recommended, as it would be difficult to obtain a good grade for class participation in this course without being present. In fact, it may be difficult to pass this course in general without attending each class since class participation makes up a large percentage of the overall course grade. Please notify me in advance if you need to miss class. Class attendance is excused with a medical excuse from a doctor or if it meets the criteria for university approved absences. This class will involve many in-class exercises and, to succeed in the class, it will serve you well to be present to participate and obtain the information from each activity. If you have an excused absence on a day when we are doing an in-class activity, I will be happy to arrange an opportunity for you to make up the missed class activity.

***Accommodations***

Students who need accommodations are asked to arrange a meeting with me as soon as possible. I offer flexible office hours by appointment, so a meeting time that works with your schedule can be arranged. To set up a meeting, please contact me by e-mail. Please bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, please make an appointment with the Office of Accessibility at 1228 Haley Center, 844-2096 (V/TT).

***Academic Honesty***

The University Honesty Code and the Tiger Club Rules and Regulations pertaining to cheating will apply to this class. Any evidence of Plagiarism will result in a grade of 0 for the assignment. Note that you are allowed to collaborate with others but you are expected to write your own responses to all assignments. Thus, I suggest that you first review assignments on your own and get a general idea of each assignment before meeting with other people. I also do not recommend that anyone starts writing their assignments while meeting with others as this may cause your materials to look alike and then I would be left with the conclusion that one individual copied another. In addition, any evidence of unethical conduct will result in a report of such conduct to your advisor.

***Professional Behavior***

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

***Syllabus Disclaimer***

As we progress through the semester, we may find the need to change or adjust some items on this syllabus. If changes are necessary, I will provide everyone with plenty of advanced notice about changes so you are able to make adjustments to your schedules as needed.

***Campus Resources***

Student Counseling Services

Zen Den

Health & Wellness

Academic Support

Career Center

Office of Accessibility

Office of Inclusion & Diversity

Writing Center