**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 2970

**Course Title:** Special Topics: The Fundamentals of Emotional Intelligence

**Credit Hours:** 2 Semester Hours

Mondays and Wednesdays 10am-10:50am

Haley Center 3218

**Prerequisites:** None

**Instructor:** LaVarius C. Harris, MA

Email: [lch0042@auburn.edu](mailto:lch0042@auburn.edu)

Office: Haley Center 1232A

Office Hours: Mondays 9:00am-10:00am or by appointment

**2. Date Syllabus Prepared:**

January 2018

**3. Required Reading**

**Text**:

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 wellbeing.

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 travisbradberry?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.

**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.

**\***Other readings as assigned

**4. Course 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.

**5.** **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.

**6. 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

**7. Course Content Outline**

**Class Calendar: Topics and Assignments**

*Because guest speakers will be invited into class periodically, the schedule below may necessarily change in accordance with the respective speaker’s availability. You will be given an updated calendar as necessary.*

**1. January 9:**

a. Syllabus and class overview, EIQ assessment, introduction to Emotional

Intelligence.

**2. January 14:**

a. Syllabus continuation, Ice breaker, Overview of Positive Psychology

-Read Bradeberry

**3. January 16:**

a. Active learning, relating in class; Overview of happiness, well-being, and positive

psychology.

i. Read Seligman Ch 1

b. Process Model of Emotion; Bar-On’s (1997) Conceptualization of EI

i. Read Goleman Ch 3

ii. Optional: Read Salovey & Mayer, 1990

**4. January 21:**

**a. Martin Luther King Jr. Day, no class**

**5. January 23:**

a. Defining emotion

i. Read Goleman Ch 4 & Appendix A

b. Identifying components of emotion

**6. January 28:**

a. Identification of emotion and expanding emotional vocabulary; Alexithymia

i. Read Csikszentmihalyi, 2008

ii. Optional: Read Seligman, 2002

iii. Class Activity: Identifying Peer’s Emotions

**7. January 30:**

a. Awareness of emotions in daily life, peak flow

b. Physiological awareness

i. Read Seligman Ch 9 & Goleman Ch 2 & Appendix C

ii. Homework: Physiological awareness journal assigned

**8. February 4:**

a. Functions of Emotions

i. Quiz 1

**9. February 6:**

a. Experiential identification of triggers, appraisals and basic needs

i. Read Goleman Ch 1

ii. Optional: Read Goleman Ch 6

**10. February 11:**

a. Coping Strategies

i. Read Goleman Ch 5

ii. Watch

https://www.ted.com/talks/michele\_l\_sullivan\_asking\_for\_help\_is\_a\_strength\_not\_a\_weakness?language=en

**11. February 13:**

a. Emotion journals, gratitude

**12. February 18:**

a. Emotion regulation

i. Read Goleman Ch 6 and Read “How laughing leads to learning” at

http://www.ronberk.com/docs/media\_laughing.pdf

ii. Optional: Read Mayer & Salovey, 1995

**13. February 20: Guest Lecturer, Cassandra Grey, MS**

a. Progressive relaxation, mindfulness, yoga, intentional laughing

i. Optional: Read Neuhoff & Schaefer, 2002

ii. Biofeedback experience in class

iii. Homework: Mindful photography assignment distributed (Kurtz &

Lyubomirsky)

**14. February 25:**

**a. Culture and Emotions**

i. Read Seligman Ch 10

**15. February 27:**

a. Unpacking our biases about emotions

**16. March 4:GUEST LECTURE**

**a.Thomas Banner, PhD**

b. Expressing and using emotions

i. Read Goleman Ch 8

ii. Optional: Read Goleman Ch 7

**17. March 6:**

a. Listening to others’ emotional expressions and practice communication of

emotions; Decision making with emotion information

i. Watch

https://www.ted.com/talks/krista\_tippett\_reconnecting\_with\_compassion

ii. Homework: Practice Compassion - see

<http://www.cnn.com/2017/04/12/health/compassion-happinesstraining/index.html>

**18. March 11:**

**a. Spring Break, no class**

**19. March 13:**

**a. Spring Break, no class**

**20. March 18:**

a. More on Emotion Regulation

i. Read Lickerman, 2012

**21. March 20:**

a. Emotional acceptance, cognitive strategies, reinterpretation, savoring

i. Savoring homework (Harrison, Smith, Bryant approach)

**22. March 25:**

a. Quiz 2

b. Emotional Training

i. Read Goleman Ch 14

**23. March 27:**

a. Emotional exposure, gratitude, building on strengths

i. Read Seligman Ch 2; complete Signature Strengths Test in Seligman

ii. Gratitude Assignment

**24. April 1**

a. Self-compassion and connection

i. Read Goleman Ch 9

ii. Optional: Read Neff, 2003

iii. Watch

https://www.ted.com/talks/robert\_waldinger\_what\_makes\_a\_good\_life\_le

ssons\_from\_the\_longest\_study\_on\_happiness

**25. April 3:**

a. Building self-compassion, curiosity, and building relationships

i. Kashdan & Silvia exercise

**26. April 8:**

a. Resilience, grit, and growth through failure

i. Read Seligman Ch 6

ii. Optional: Read Seligman Ch 8

iii. Take Grit Test – This is for self-learning and not a quiz or exam

**27. April 10: Guest Lecture, Cassandra Grey, MS**

a. Post Traumatic Growth

**28. April 15:**

a. Goal setting and growth

i. Read Duckworth, 2016

**29. April 17:**

a. Broaden and build

**30. April 22:**

a. Forgiveness and Self-forgiveness

i. Optional: Read McCullough & vanOyen Witvliet, 2002

**31. April 24:**

a. Loving Kindness Meditation

**32. Friday, May 3 - FINAL EXAM PERIOD: 8:00 am - 10:30 am**

**a. 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 40% 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 30% 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 10:00 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.Academic Honesty: The University Honesty Code and the university policies, see website at <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for more information, pertaining to cheating will apply to this class.

**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