De Paul University
School for New Learning
5th 3rd DePaul Cohort

HC 215 Emotional Intelligence in the Workplace
Summer Quarter 2016
June 15, 2016 - August 17, 2016
Weds evenings
6 Credit Hours

1. Instructor: Arieahn Matamonasa Ph.D.
   Office Naperville Campus #235 hrs by appointment
   312-476-4364
   amatamo1@depaul.edu

2. Course Dates: Weds June 15th through August 17th 2016

3. Course Location: 5th 3rd Location 222 Riverside Plaza and DePaul Loop Campus

4. Course Description

This seminar provides students with a forum for exploring and deepening their understanding of their emotional make-up and its influence on their ability to manage themselves and their relationships. While students may have a very basic understanding of the application of EI as it is often utilized in sales, marketing and management, students will broaden this knowledge through the focus on theories and psychology. Students review the history of emotional intelligence as a subfield within psychology, distinguish among the three major theories of EI and explore strategies and techniques for applying EI within their personal development and self-management resourcefulness. For those examining EI from the scientific perspective, we will examine the latest research on EI from cognitive neuroscience including concepts of resilience and well-being. Competencies A-3-X H-2-X, H-3-X, FX, S-2-D, S-3-X (Students will be registered for 3 competencies from these choices) student readings and projects will center on A-3-X (theories of EI) and individual research and projects will be specific to the student’s other competencies.

5. Learning Outcomes, Competencies, and/or Objectives
1) Students will understand the history of emotional intelligence in the fields of philosophy, psychology, biology, economics and neuroscience.

2) Students will explore the dynamics and theories of the ability model, trait model and mixed models of emotional intelligence.

3) Students will explore controversies and criticisms of EI and the implications of these in research and practice.

4) Students will apply the course concepts and demonstrate that application to an area of personal or (workplace) professional life.

6. Learning Strategies & Resources:


In this second edition, leaders in the field present the most up-to-date research on the assessment and use of the emotional intelligence construct. Importantly, this edition expands on the previous by providing greater coverage of emotional intelligence interventions. As with the first edition, this second edition is both scientifically rigorous, yet highly readable and accessible to a non-specialist audience. It will therefore be of value to researchers and practitioners in many disciplines beyond social psychology, including areas of basic research, cognition and emotion, organizational selection, organizational training, education, clinical psychology, and development psychology.

Additional text for students doing S-2-D, S 3 X competencies


Journal Articles will be assigned weekly by the instructor. Students are expected to use the Additional Suggested Resources listed by topic area that will be held in course reserves to research their specific topic areas.

Other readings can be accessed at the following links: (also on D 2 L)
http://www.nytimes.com/2013/09/15/magazine/can-emotional-intelligence-be-taught.html?pagewanted=all&_r=0

http://hbr.org/2004/01/what-makes-a-leader/ar/1


Research and resources: http://www.eiconsortium.org/applying_emotional_intelligence.html

7. Learning Deliverables & Assessment of Student Learning

(See attached assignment chart)

ASSESSMENT OF STUDENT LEARNING & GRADES

On-Line Discussions- All on-line discussions will be assessed according to the specific prompt and rubric posted on the D 2 L site for the course.

Grading Scale and Assignments:

There are a total of 500 possible points for this course. At any point during the seminar students may calculate their letter-grades by dividing their points by the number of completed total possible points. My goal in evaluating the work in the manner is to provide fair and consistent feedback on each assignment- and also to allow time for students to revise and receive the highest possible points for each assignment prior to the end of the seminar. The grading and points criteria/rubric for each assignment will be discussed in class.

Course Participation: 100 total points- Participation points are awarded by the following criteria:

*Through your class comments and questions you demonstrate that you read and understood the materials or if you did not understand them sought further clarification.

*Through your questions and comments in large and small group discussions you not only demonstrated your interest in learning but your willingness to help classmates learn and understand more as well.

*Through your written work you demonstrate an understanding of the materials and issues.

*Through your participation in class activities and assignments you demonstrate your ability to present content material in a meaningful manner.

On-line- (40 points) Students will be expected to post reflections on the reading to the discussion board in-between seminar sessions each discussion section is worth 10 points. Late postings will only be awarded 1/2 credit (5 points). For the maximum number of points responses on the D 2 L discussion
board should be well written, detailed and insightful. Students will be allowed to add to or supplement on-time postings if they are insufficient for full points.

In-Class- (10 points per session= 60 points) Students will be expected to actively engage in all classroom activities including being well prepared for each class meeting by having done all the required readings and assignments. Attendance is critical - missing more than 2 classes will make it very difficult for you to receive a passing grade in the course.

Written Assignments: All written assignments should be done using either APA 6th OR MLA style and contain the minimum number of scholarly sources required.

1. Essay One: “In what ways does emotional intelligence relate to your professional focus area, and your personal life?” (50 points) (I will give examples in class)

2. ‘Area’ Specific Essay 2 (50 points) utilizing, reflecting and applying the ideas in assignment Essay 1 and readings from the course (cited) and your own research.

3. Field Research Project (100 points) details will be given over several classes.

4. Final Topic Paper (100 points) (students will supplement the course readings and content with a review of the literature on most recent theories of emotional intelligence. In preparation for the final session/poster presentations, students will chose an area of focus- (for example the application of E.I. in business, education, health care, other professions) to guide the selection of articles/literature.

5. Scholarly Poster Session Presentations (100 points)For the final session of the seminar, students will be utilizing their individual, in-depth topics and research in combination to complete a poster session presentation.

Grades: Letter grades are based on the percentage of points that the student earns in the seminar:

91-100% = A
81-90% = B
71-80% = C
61-70% = D
60% or below = F

PASS/FAIL grades: Students may request a pass/fail grade by notifying the instructor in writing by the 2nd week of the course.

Class Schedule – Please see attached “Course Schedule and Assignments”
The AGENDA for each class session and homework assignments will be posted on D2L.

8. Course Policies

This course includes and adheres to the college and university policies described in the links below:

- Academic Integrity Policy (UGRAD)
- Academic Integrity Policy (GRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
- APA citation format (GRAD)

9. Course Resources

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office

10. Instructor Brief Bio

Arieahn Matamonasa-Bennett, Ph.D. is a graduate of DePaul University School for New Learning and completed her Ph.D. in clinical psychology at Fielding Graduate University where her focus was in the area of cultural diversity issues and also the prevention of violence. She was awarded an APA Diversity Award in 2001 for her work on cultural competence in psychotherapy and in 2005 was awarded the Ethnic Minority Dissertation award for her dissertation on Native American men and Domestic Violence. She has published and is an internationally known speaker on issues relating to multicultural issues in psychology as well as the research, assessment and treatment of Native American populations, animal human bond and animal assisted therapies, She began teaching at DePaul as a visiting faculty member in 1998 and joined the full-time faculty in 2004 and is now an Assistant Professor. She has taught in the undergraduate program since 1999 and in the graduate program since 2008 and is currently the graduate program Liberal Learning coordinator.