

AEP 672, Readings in Education: EMOTIONAL INTELLIGENCE
(Undergraduate Version)

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COURSE CREDIT: 3 undergraduate credits

DATES/TIMES: 8 weeks online, 6 hours per week; or
16 weeks online, 3 hours per week

COURSE DESCRIPTION:

This seminar/webinar delivered course aims to develop new knowledge and applications of innovative teaching and learning assessment strategies, which significantly increase student performance. Participants will learn to employ the Personal Skills Map assessment instrument as a tool for individual personal growth and develop a personal profile or "map" of eleven personal and life skills, describing ways present behaviors can be used for success.

Emotional intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. Emotional skills are primary factors of motivation and the gateway to lifelong learning and high levels of achievement. Research worldwide indicates that emotional intelligence skills are essential to all learning. This intensive course will introduce educators, trainers, and managers to the concepts of emotional intelligence to enable their students/employees to acquire new information more rapidly and with less stress. Participants will receive instruction and practice in creating a carefully orchestrated, highly positive learning environment to make individual performance in any subject area more rapid, effective, and enjoyable.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Define and describe emotional intelligence and how it affects behaviors and success in life and work.
2. Identify individual strengths and areas to develop.
3. Design a learning/performance improvement program based on those results unique to their students/workers' environment.
4. Identify present behaviors and skills, then describe five different ways they can be used for success.

5. REQUIRED WEBINAR: Students must participate in a Conover webinar, at the cost of \$75, by enrolling at this link: <https://conoveru.com/shop/> This is the only additional charge for this course and is paid directly to the Conover Company.
6. REQUIRED TEXTS: (provided by Conover in conjunction with the webinar)

OPTIONAL TEXT:

Nelson, D. & Low, Gary, (2010). *Emotional Intelligence: Achieving Academic and Career Excellence*. ISBN-10: 0135022991 | ISBN-13: 978-0135022993 | (2nd Ed.). Prentice-Hall (*Edition 1 is also permitted: Both are available for purchase at [Amazon.com](https://www.amazon.com) or [Barnes and Noble.com](https://www.barnesandnoble.com)*).

COURSE REQUIREMENTS:

Each student enrolled will complete a nationally recognized instructor seminar/webinar. Successful completion of the seminar/webinar, reading requirements, and assignments will enable students to maximize their application of concepts presented.

Attendance, Preparation, and Participation:

Like the instructor, students are expected to achieve course standards/requirements on time and thoroughly prepared, meaning all assigned reading has been completed and questions on the webinar board have been thoroughly reviewed; concepts, definitions, examples, and procedures presented in the text and course are understood well enough to be discussed; individual or group assignments have been prepared; and the student is ready to engage in classroom activities.

Technology Competencies:

It is expected that candidates begin our program with basic computing skills that include using Microsoft Word to write papers, accessing online research databases, and corresponding by email. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is a plus; those who do not already have a working knowledge of their use will develop it over the course of their program.

As appropriate, asynchronous online participation is vital for acquiring the knowledge necessary to meet the course objectives. Additionally, students' presence and participation contribute to an interchange of ideas and experiences that benefit everyone. *The instructor reserves the right to reduce a student's grade for a consistent lack of participation or timeliness of projects.*

Graded Assignments:

1. Post-Seminar/Webinar Reflection Paper –
Write a journal-based reflection paper on the seminar/webinar outcomes. Define the expectations students have for the use of this seminar experience in their work environment. Students should discuss at least five different ways behaviors and skills can be used for success and design a plan for an employee or student who needs improvement. (3-5 pages)
2. Application Paper –
Students will discuss how their understanding of an individual's behavior and/or personal skill strengths can be a tool to improve results in a stressful environment. They will relate two

recent work-related experiences using what they have learned through the seminar on emotional intelligence (4-6 pages)

Choose two of the following topics, discuss each and reflect upon how the Personal Skills Map and Winning Colors results may be applied for a successful outcome.

- Resolving conflicts (1-2 pages)
- Negotiating an agreement (1-2 pages)
- Increasing self-esteem (1-2 pages)

3. Student Produced Electronic Learning Journal –

This course requires completion of either a

- a) Seminar-delivered educational experience, or a
- b) Webinar-based, online learning experience. (*Conover Company*)

Either experience will require a student-produced electronic learning journal to be submitted to their instructor.

4. Final Exam – 50 questions

Successful completion of an end-of-session online multiple-choice final consisting of 50 multiple choice randomly selected questions from a multiple question-based portfolio that has each participant taking their individual version of an exam. Students must scan and submit by email to their FHSU instructor proof of a successful final exam score of greater than 70%, in the form of a ***Conover Completion Certificate***.

REQUIRED DOCUMENTS:

Conover Completion Certificate: Emotional Intelligence

Return your student writing assignments, your electronic learning journal, and your online computer-produced ***Conover Completion Certificate*** by email to your assigned instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Post-Seminar Reflection Paper	35 points
Application Paper	45 points
Student Produced Electronic Learning Journal	10 points
Conover Completion Certificate	10 points

Grade Scale:

93-100%	A
85-92%	B
78-84%	C
70-77%	D
69% & below	F

COURSE SCHEDULE:

Seminar and/or asynchronous online managed content webinar. (*Conover Webinar*)

Lesson 1 – Definition of Emotional Intelligence

Lesson 2 – Why EQ?

Lesson 3 – Winning Colors and The Personal Skills Map

- Assignment 1 – Complete the Winning Colors Behavior Identification Process and the Personal Skills Map
- Reflect on your experience going through the Winning Colors and the Personal Skills Map. How can this program be integrated into your work environment?

Lesson 4 – Change Your Thinking

- Assignment 2 – Complete an entire Profile
- What was your experience going through a Profile? Why would it be important to break down certain skills into specific Profiles?

Lesson 5 – Improving Emotional Intelligence

- Assignment 3 – Skill Enhancements
- This assessment drives the instruction. How would you assign skill enhancements in your setting with your users?

Lesson 6 – Personal Skills Map Application

- Summarize your work throughout the course. Define your expectations for the use of this course in your work environment.

Final Exam