

# IND-1198A: The Art and Science of Emotional Intelligence Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 units**
- **Format: Online Self-Paced Course**
- **You will have 3 months from your date of registration to complete the course.**

## **Course Overview:**

According Harvard School of Education & Medical School “Despite a bevy of research and best-selling books on the topic, many teachers still downplay emotional intelligence as a “touchy-feely” soft skill, But evidence suggests quite the opposite: that high emotional intelligence (EI) is a stronger predictor of success in our schools & professional life . In fact, high EI bolsters the hard skills, helping us think more creatively about how best to leverage our learning capability.

Recent studies indicate that emotional intelligence is a powerful key to effective leadership. This valuable seminar delivers the in-depth knowledge and practical emotional intelligence skills you need to ensure that you are a strong, emotionally intelligent leader. You will learn how to apply emotional intelligence to specific classroom situations to gain the authority and success you strive for as a leader. You will also keep current on cutting-edge developments in leadership & brain research to help you better collaborate and manage your students.

We know that all learning takes place in a social context and that relationships of enquiry are critical in an effective classroom. We also know that teachers are the architects of these learning relationships. How does teacher emotional intelligence affect student learning? What impact does teacher self-knowledge have on how we select our perception or construct our expectations of students? How well do we really know our professional personalities? More than three decades of research show that students who get along well with others are more successful than those who lack emotional intelligence, also known as “soft skills” or “personality.” We all know about the B students who became highly successful because they have strong people skills. These days, primary and secondary schools and higher

education institutions are increasingly offering formalized emotional intelligence training.

### **Why do emotions matter & how it can relate to CCSS?**

Problem-solving (particularly word problems) is for many students the most challenging part of math. Often students will take one look at a problem and decide that it's too hard without even trying—especially those with “math phobia.” This is where social-emotional skills can help.

Researchers all around the world have found that people who are emotionally skilled perform better in school, have better relationships, and engage less frequently in unhealthy behaviors. Plus, as more and more jobs are becoming mechanized, so-called soft skills — which include persistence, stress management and communication — are seen as a way to make humans irreplaceable by machine. There has been a growing effort in American schools to teach social and emotional learning (SEL), but these tend to emphasize interpersonal skills like cooperation and communication.

### **Course Objectives:**

- Use effective written and oral communication to explain what emotional intelligence is and why it matters
- Identify their own emotional patterns - strengths and weaknesses
- Demonstrate techniques to recognize pitfalls
- Critically analyze difficult conversations and challenging situations in order to apply EQ concepts
- Accurately read people and hear what they are "really" saying
- Explain how to effectively manage behaviors that may be holding them back from optimal performance

### **Course Relation to CCSS, NGSS or other Professional Standards:**

- Possess self-efficacy
- Work toward goals
- Attention control
- Manage personal stress
- Regulate emotions such as impulses, aggression, and self-destructive behavior
- Seek help when needed
- Exhibit positive motivation, hope, and optimism

- Display grit, determination, or perseverance

### **Social Emotional Learning Standards**

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2. Learning Standard
- Identify and manage one's emotions and behavior. Recognize Describe
- Apply. Analyze Generate Evaluate
- Goal 3 Recognize personal qualities and external supports.
- Goal 4 Demonstrate skills related to achieving personal and academic goals
- Goal 4 Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Goal 5: Demonstrate decision-making skills and responsible behaviors in personal, school, and community context

### **Reading Related Material & Reading the Book:**

*Emotional Intelligence: Why It Can Matter More Than IQ* by [Daniel Goleman](#)

### **Assignments**

#### **Assignment 1: Readings to Acquaint You with EQ & Why it so Important**

Watching a few clips & writing a reflection on the book & the clips

This will help you to understand EQ & how to transfer the knowledge to your classroom

Objective: To reflect & connect to what can be transferred to your classroom & your standards

Activities: Create a 5-page document

Extra Readings are provided by the instructor

- Reflects on the concepts learned through the readings.
- Describe practical applications of these concepts into your classroom environment.

- Connect how this content will help meet the academic standards in your curriculum.

### **Assignment 2: Pre-Lesson Planning (see Template below)**

Extra Readings are provided by the instructor

Objective: To produce creative activities to teach Emotional Intelligence

Activities: Put into practice what you have learned, and include the following elements, utilizing the Pre-Lesson Plan Template below.

- Reflect the concepts included in your written assignment above and select a goal
- Identify 3 classroom objectives that should be tied to the content of the course
- Include a sequential list of 5 activities (template) designed toward meeting those objectives.

### **Assignment 3: Lesson Plans**

Objective: Create a 3-day lesson plan in teaching the topic. Use the Six Point Lesson Plan Template below)

Activities:

1. Write one three-day lesson plan incorporating ideas from the workshop and implement these lessons with your students. The lesson plan needs to indicate state and/or national Content Standards that can be addressed through your plan.
2. Create a 15 slides Powerpoint regarding your understanding/ways of teaching neuroplasticity in K-12 classrooms

### **Course Assessment Rubric:**

- Using the Course Assessment Rubric shell below, create a course-specific rubric that helps guide students to success.
- Replace (refer to specific assignment tasks) text in row 2 with reference to course-specific objectives or assignments. Revise content as necessary in any other rows to help students successfully complete the course.

<b>EXCELLENT</b> Meets or Exceeds Course Objectives:	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested:
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

## Pre-Lesson Plan Template

**Goal:** \_\_\_\_\_

**Objective 1:**

**Objective 2:**

**Objective 3:**

<b>Activity</b>	<b>Description of Activities and Setting</b>	<b>Time</b>
1. Focus and Review		
2. Statement of Objective for Student		
3. Teacher Input		
4. Guided Practice		
5. Independent Practice		
6. Assessment Methods of all objectives/skills:		
7. Closure		

**What each objective is teaching**

**Activity template each activity will be on separate sheet**

**SIX Point Lesson Plan Template 3 days lesson plan**

Subject:	Central Focus:
Essential Standard/Common Core Objective:	Activities:
Daily Lesson Academic Objective:	
Secondary Objective	
21 <sup>st</sup> Century Skills:	Rationale/Purpose of lesson:
Assessment	
Necessary Prior Knowledge to review or support:	