

## The Art & Science of EQ with CCSS in Mind

EDUU 9999 3 Semester Credits/Units

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### Course Syllabus

#### Course Overview:

Researchers and business experts agree that people with high emotional intelligence (EI/EQ) are consistently the top performers in their schools/organizations. They're more resilient and flexible when things get tough and are held in the highest regard by their bosses, peers, co-workers, and others. In this powerful course you'll learn why emotional intelligence is far more than just a handy set of "people skills," and why many executives feel it's the one skill you must have to be successful in today's workplace! . Required Text: *Emotional Intelligence: Why It Can Matter More Than IQ.* By Daniel Goleman

#### Course Background

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/EQ) 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 online course 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: This course will give you opportunity to:**

- 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 and work toward goals
- Attention control and manage personal stress
- Regulate emotions such as impulses, aggression, and self-destructive behavior
- Seek help when needed and exhibit positive motivation, hope, and optimism
- Display grit, determination, and perseverance

### **Social Emotional Learning Standards**

- Develop self-awareness and self-management skills to achieve school and life success.
- Identify and manage one's emotions and behavior.
- Recognize personal qualities and external supports.
- Demonstrate skills related to achieving personal and academic goals
- Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community context

## **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

## Assignments

**Assignment 1:** Reading and videos to acquaint you with Emotional Intelligence and its importance. This will help you to understand Emotional Intelligence & how to transfer the knowledge to your classroom. There are 2 parts to this assignment, 1A and 1B.

**Objective:** Read, reflect & connect to what can be transferred to your classroom & your standards. You will:

- Describe practical applications of these concepts into your classroom environment.
- Connect how this content will help meet the academic standards in your curriculum.

### Activities:

**1A. Read the text, *Emotional Intelligence: Why It Can Matter More Than IQ*. By Daniel Goleman**

The purpose of this assignment is to reflect on what you learn in each chapter & synthesis what could be transferred to your classroom

- a. Write a half-page reflection on each chapter

**1B. View the Videos linked below.**

Please watch each clip below.

- a. Write a one-paragraph reflection for each

1. Emotional Intelligence the key <https://youtu.be/6xSl-RIVMm8>
2. 7 Signs You Have High Emotional Intelligence: How Many Do You Have? <https://youtu.be/q2v1S5iSq5o>
3. Daniel Goleman Introduces Emotional Intelligence <https://youtu.be/Y7m9eNoB3NU>
4. Power of Emotional Intelligence <https://youtu.be/rIknc67xe44>
5. Emotional Intelligence tests: How to measure emotional intelligence & EQ? By EI coach Rachel Green <http://youtu.be/6xSl-RIVMm8>
6. KIDS BOOK EQ [http://youtu.be/U\\_iNq449LAo](http://youtu.be/U_iNq449LAo)
7. Emotional Intelligence Harvard Business review <https://youtu.be/7Qv0o1oh9f4>

### Assignment 1 Work to Submit:

1. **Create a single, multiple-page document** to submit to the Assignment 1 tab. Note that you are asked to write a half-page reflection about each chapter, and a one-paragraph reflection for each video. The reflections must include a connection of content read or watched, to your classroom learning environment, teaching method and learning standards.
2. **Create a 2-3 page summary** of how, what you have learned in this assignment, can be transferred to your classroom & CCSS or other standards.

**Place your completed two documents for Assignment 1 into the Assignment 1 submit area.**

## Assignment 2: Action Plan

**Objective:** To produce creative activities to teach Emotional Intelligence

**Activities:** Utilizing the Action Plan Template located in the course, put into practice what you have learned from Assignment 1. In your Action Plan, focus especially on the following elements: - Detail all your responses.

- Reflect on 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 designed toward meeting those objectives.
- Identify 3 main benefits of teaching the topic & why

**Place your completed Assignment 2 document into the Assignment 2 submit area.**

## Assignment 3: Lesson Plan and Presentation

**Objective:** Create a detailed, multi-paged, 3-Day lesson plan for applying Emotional Intelligence concepts in your classroom. Use content, where appropriate, from Assignment 2 to help fulfill lesson plan requirements.

### Activities:

1. Using the Lesson Plan Template located in the course, write one, three-day multi-paged, detailed lesson plan, incorporating ideas from assignments 1 and 2 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 10-slide *Powerpoint* or *Google Slides* project based on 5 articles of the 8 Extra Readings found in Moodle, to present to an audience of peers. The presentation's goal is to communicate the meaning of Emotional Intelligence, its connection to learning and its applications in K-12 classrooms to support learning.
  - Include Presenter Notes. The notes would aid in supporting your narrative when presenting or if the presentation was simply viewed. Cite in the notes section, where fitting, the Extra Reading(s) used.

**Place your completed Lesson Plan and PowerPoint into the Assignment 3 area. If Slides was used, you will need to share the Google Slides project with [mtorbati@edsonline.com](mailto:mtorbati@edsonline.com) Subject Line: EDUU 9999 Assignment 3**

## Assignment 4: Forum Posting

**Objectives:** Share your experience with course participants

- Place a 3-4 paragraph reflection on knowledge gained from this course and how you hope to use that knowledge as an educator and (optional) if applicable, as a parent.
- Respond to a peer posting

## Course Assessment Rubric

| <p style="text-align: center;"><b>EXCELLENT</b></p> <p style="text-align: center;">Meets or Exceeds Course Objectives:<br/><b>A to A-</b></p>   | <p style="text-align: center;"><b>ACCEPTABLE</b></p> <p style="text-align: center;">Majority of Work Meets Course Objectives;<br/><b>B+ to B-</b></p>   | <p style="text-align: center;"><b>NOT ACCEPTABLE</b></p> <p style="text-align: center;">Needs Considerable Improvement:<br/>Resubmit Work Suggested:<br/><b>C or below</b></p> |
|---|---|--|
| 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.  |

**Resources:**

- [Reading related material & reading the book](#) *Emotional Intelligence: Why It Can Matter More Than IQ*. By Daniel Goleman [Amazon](#) (limited free on audible.com)
- Multiple readings provided in the course syllabus and Moodle
- Extra Readings. There are 8 articles located in the course Moodle page.