

# PG R850: EMOTIONAL INTELLIGENCE

**Originator**

jmunyantwali

**College**

Oxnard College

**Discipline (CB01A)**

PG - Personal Growth

**Course Number (CB01B)**

R850

**Course Title (CB02)**

Emotional Intelligence

**Banner/Short Title**

Emotional Intelligence

**Credit Type**

Noncredit

**Start Term**

Fall 2021

**Catalog Course Description**

This course will provide students with the ability to deal effectively with their emotions and self-perceptions that are critical to their success and inspire high performance as students, employees, and in relationships with others. Students will (learn) the definition and the five key components of emotional intelligence through skill-building exercises, lectures, and group discussions. Students will have opportunities to identify their own strengths and challenges in maintaining positive environments and collaborative relationships along with strategies for overcoming stress and negativity. Students will explore tools, techniques, and skills to help them perform their role and manage their emotions with confidence and positive results.

**Taxonomy of Programs (TOP) Code (CB03)**

1301.00 - \*Family and Consumer Sciences, General

**Course Credit Status (CB04)**

N (Noncredit)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

L - Non-Enhanced Funding

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

G - Home Economics

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

Yes

**Number of times a student may enroll in this course**

Unlimited

**Units and Hours**

**Carnegie Unit Override**

Yes

**Total in-Class (full semester or term)**

**Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)**

9

**Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)**

9

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

9

**Total Maximum Student Learning Hours**

9

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Will demonstrate the ability to recognize non-cognitive barriers that impact performance.                         |
| 2 | Will demonstrate the ability to analyze and interpret emotions of self and others and how to respond effectively. |

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

- |   |   |
|---|---|
| 1 | Identify and discuss how emotions shape our behavior and how we can use this to inspire high performance.                                     |
| 2 | Explore ways to advance personal emotional intelligence   |
| 3 | Recognize emotions and actions in others, responding to those emotions and actions in order to inspire high performance.                      |
| 4 | Recognize the potential outcome of choices and lack of delayed gratification and weigh decisions before acting.                               |
| 5 | Demonstrate the ability to self-motivate while tempering negative self-talk and responses   |
| 6 | Recognize the competencies of Emotional Intelligence: Self-awareness, self-motivation, self-regulation, empathy, and effective relationships. |
| 7 | Develop a personalized action plan using S.M.A.R.T Goal Measures.   |

## Course Content

### Lecture/Course Content

1. Introduction to Emotional Intelligence
  - a. 5 Competencies
  - b. Pretest
  - c. How to Perceive Emotions
  - d. What Emotions Look Like
2. Self-Awareness
  - a. Self-Awareness Explained
  - b. Being Open to Opposing Viewpoints
  - c. Learn to Compromise
  - d. See The Other Side
  - e. Emotional Vocabulary
  - f. Choose Your Attitude
3. Self-Motivation
  - a. Optimism
  - b. Pessimism
  - c. Emotional vs Wise Mind
  - d. Reframing and Refiguring
  - e. Challenging Negative Cognitions
  - f. Thought Stopping
4. Self-Regulation
  - a. What's going on in My Brain?
  - b. Taking in Other's Emotions
  - c. Find Your Self-Control
  - d. Relaxing Techniques
  - e. Coping Mechanisms
5. Empathy
  - a. Healthy Boundaries
  - b. Understanding Other's Emotions
  - c. Developing Your Empathy
  - d. Empathizing
6. Social Skills
  - a. The First Impression
  - b. Communicating Utilizing I statements
  - c. Reflective Listening
  - d. Flexibility and Authenticity
  - e. Processing and Response
  - f. Body Language
7. Personalized Action Plan
8. S.M.A.R.T Application of Emotional Intelligence Goals and Plan

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises  
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essays  
Individual projects  
Journals  
Oral presentations  
Problem-Solving Assignments  
Reports/papers  
Skills demonstrations  
Simulations

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor provides lectures and presentations which will enhance a student's ability to discuss and define these strategies.
2. The instructor facilitates class discussions and group exercises with students on the major topics of each week.

## Representative Course Assignments

### Writing Assignments

1. Written assignments that measure the students knowledge of weekly component of emotional intelligence visited and discussed in this course.

### Reading Assignments

1. Students are assigned to read various topics from instructor handouts and other sources to develop critical thinking skills based in emotional intelligence.

## Outside Assignments

### Textbooks and Lab Manuals

#### Resource Type

Textbook

#### Description

Dann, J., Dann, D. (2012). *The Emotional Intelligence Workbook (Teach Yourself)* (1st). London Hodder Education. 1444176749

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## Distance Education Addendum

### Definitions

#### Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Students will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses.
Video Conferencing	Students will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates.

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses

Video Conferencing

Students will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.

Synchronous Dialog (e.g., online chat)

Students will share their thoughts of the online lecture in an online chat with their classmates

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

COUNSELING

## Review and Approval Dates

### Department Chair

09/14/2020

### Dean

09/18/2020

### Technical Review

10/28/2020

### Curriculum Committee

10/28/2020

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

12/09/2020

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000603082

### DOE/accreditation approval date

MM/DD/YYYY