##### SE 361: Emotional Intelligence Skills

##### Syllabus – Fall 2023

##### 

# Instructor

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# 290 Illini Union

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###### Learning Outcomes:

Students will explore the concepts of Emotional Intelligence (EI).

Students will assess and improve interpersonal skills and emotional intelligent competencies.

Students will determine how to anticipate and manage emotions; yours and others.

Students will compile an emotional intelligence skills portfolio to reflect on their learning from the semester.

Students will develop a personal mission statement and a design plan for themselves.

**What to expect:**

We will work individually and in teams. We will use activities, discussion, and reflection to attain our objectives.

I encourage you to be open to change and to cultivate your desire to improve. Only you can change yourself! As you work, you will build on your strengths. We will work together, support one another, and learn a process that can continue throughout your life.

Class will include lectures, discussion, exercises, sharing, feedback, and group work. Between class sessions will be your personal laboratory—your opportunity to experiment with new behaviors, observe what happens, reflect on the actions and plan to improve. You will write reflection papers and compile an emotional intelligence skills portfolio.

### Class Schedule: Mondays and Wednesdays 3:30 - 4:50 pm

**Location:**  1128 Literatures, Cultures, and Linguistics

**Office Hours:** By appointment  
 *Office: 290 Illini Union (quad side of the building)*

*Illinois Leadership Center*

### Required Texts Joseph Grenny, et al., *Crucial Conversations: Tools for Talking When Stakes are High. Third Edition, 2022.*

**Course Calendar** (subject to change by instructor)

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| **Date** | **Topic** | **Pre-class readings** | **Assignments due** |
| Mon., 8/21  **SESSION 1** | Course Introduction |  |  |
| Wed., 8/23  **SESSION 2** | EI Theory  4 cornerstones of EI | * Goleman: Primal Leadership (on canvas) * Cooper & Sawaf, Intro. (on canvas) | **◙** Student Information Sheet Due |
| Mon., 8/28 **SESSION 3** | Managing Emotions  Self-Awareness Self-Assessment | * Weisinger, Ch. 1 (on canvas) * Goleman: What Makes a Great Leader? (On canvas) | Core emotions worksheet due |
| Wed., 8/30 **SESSION 4** | Writing/Emotional Intelligence.  Start Where You Are At |  |  |
| Mon., 9/4  **NO class** |  |  |  |
| Wed., 9/6  **SESSION 5** | Values & Beliefs, Personal Mission Statement |  | **◙** Reflection #1:  Workview and Lifeview  **◙** One sentence journal due |
| Mon., 9/11  **SESSION 6** | Goal Setting & Introducing Personal Development Plans  *Personal Development Plan Part #1 Instructions* |  | **◙** Personal Mission  Statement |
| Wed., 9/13  **SESSION 7** | CliftonStrengths for Students |  | ◙ Take Clifton Strengths Assessment and bring results to class |
| Mon., 9/18  **SESSION 8** | Body+Mind+Emotions  Happiness |  | **◙** Reflection #2: CliftonStrengths |
| Wed., 9/20  **SESSION 9** | Team building activity  ***Team EI groups announced*** |  | **◙** Personal Development Plan Part #1 |

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| Mon., 9/25  **SESSION 10** |  |  |  |
| Wed., 9/27  **SESSION 11** | Empathy and Communication  *Empathic Listening Assignment Instructions* | * Future of Empathy * Six Habits of Highly Empathic People |  |
| Mon., 10/2  **SESSION 12** | Crucial Conversations: What’s a Crucial…Mastering Crucial… Choose Your Topic | * Crucial Conversations, Ch. 1-3 |  |
| Wed., 10/4  **SESSION 13** | Crucial Conversations:  **Start with Heart**  **Master My Stories**  **Learn to Look** *Group Project  Assignment Instructions* | * Crucial Conversations, * Ch. 4-6 | **◙** Empathic Listening Assignment Due |
| Mon., 10/9  **SESSION 14** | Crucial Conversations: Make It Safe STATE My Path Explore Others’ Paths | * Crucial Conversations,   Ch. 7-9 |  |
| Wed., 10/11  **SESSION 15** | Group Project Workday | * Meet during class time to develop Team EI presentation |  |
| Mon., 10/16  **SESSION 16** | Crucial Conversations: **Retake Your Pen**  **Move to Action**  **Yeah, but**  **Putting It All Together** | * Crucial Conversations,  Ch. 10-13 |  |
| Wed., 10/18  **SESSION 17** | Media+Mind+Emotions |  | **◙** Reflection #3: Improving Key Relationships  **◙** Start your 2-week media journal for Reflection #4 (due Nov. 4) |
| Mon., 10/23  **SESSION 18** | Team EI Presentations  (25 minutes each) |  |  |
| Wed., 10/25  **SESSION 19** | Team EI Presentations  (25 minutes each) |  |  |
| Mon., 10/30  **SESSION 20** | Cross Cultural Communication and Understanding | * Heilbroner, *Don’t Let Stereotypes Warp Your Judgment* (On Canvas) * Harro, *The Cycle of Socialization*  (On Canvas) * Privileged: Kyle Korver * <https://www.theplayerstribune.com/en-us/articles/kyle-korver-utah-jazz-nba> |  |
| Wed., 11/1  **SESSION 21** | Vulnerability (Brene Brown) | <https://brenebrown.com/videos/ted-talk-the-power-of-vulnerability/> | **◙** Reflection #4: Media and Emotions |
| Mon., 11/6  **SESSION 22** | Resilience and Renewal |  | **◙** Bring Resilience Item to share with class |
| Wed., 11/8  **SESSION 23** | Grit  *Personal Development Plan Part #2 Instructions* | * The 5 characteristics of Grit | Reflection #5: Resilience |
| Mon., 11/13  **SESSION 24** | No class |  |  |
| Wed., 11/15  **SESSION 25** | Shared Leadership | * Kelley, *How to Be a Star  at Work*, Ch. 9-10  (On Canvas) |  |
| Mon., 11/21  and Wed.11/23 | Fall Break: NO CLASS! |  |  |
| Mon., 11/27  **SESSION 26** | Work/Life balance | * Caproni, *Work/Life Balance: You Can’t Get There From Here* (on Canvas) * The Case for Doing Nothing: Olga Mecking   <https://www.nytimes.com/2019/04/29/smarter-living/the-case-for-doing-nothing.html> |  |
| Wed., 11/29  **SESSION 27** | Defining Success | * O’Neil, *The Paradox of  Success* (On Canvas) * Nash & Stevenson, *Success that Lasts* (On Canvas) | **◙** Personal Development Plan – Part #2 |
| Mon., 12/4 **SESSION 28** | Global Learning and Leadership |  |  |
| Wed., 12/6 **SESSION 29** | Course Summary and  Closure Activity |  |  |
| Mon., 12/11 | **Personal Portfolio Due** |  | **◙** Submit Personal Portfolio (online) |

Grading Rubric (1200 points total)

 

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| Assignment | Points Earned | Percentage of Grade |
| Personal Development Plan   * + *Personal Mission Statement*   + *Personal Development Plan Part #1*   + *Personal Development Plan Part #2* | **150 (total)**  *50*  *50*  *50* | **11%** |
| Reflections   * *100 pts. each* (5) | **500 (total)** | **35%** |
| Empathic Listening Assignment | **200** | **14%** |
| Team EI Topic Presentation | **200** | **7%** |
| Quizzes   * *25 pts. each (5)*   *(Lowest score will not count)* | **100 (total)** | **7%** |
| Online Portfolio   * *A great chance to reflect on your learning this semester.* | **250** | **18%** |
| Class Participation & Discussion  Resiliency Example (shared in class) | **100** | **7%** |
| TOTAL | **1500** |  |

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| *Point Range* | **Grade** |
| 1410-1500 | A |
| 1350-1409 | A- |
| 1290-1349 | B+ |
| 1230-1289 | B |
| 1200-1229 | B- |
| 1140-1199 | C+ |
| 1080-1139 | C |
| 1050-1079 | C- |
| 990-1049 | D+ |
| 900-989 | D |
| <989 | F |

**Principles of Community**

* Demonstrate respect for others
* Actively participate in activities and discussion
* Engage in active listening and be open to new ideas and perspectives
* Maintain confidentiality
* Be on time for class
* No cell phone or technology use unless requested by instructor
* Show “grace” for one another
* Have fun
* Have a sense of humor
* Follow all COVID-19 protocol
* Do not come to class if you are ill
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COVID**

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

**Emergency Response Recommendations**

Emergency response recommendations can be found at the following website: [http://police.illinois.edu/emergency-preparedness/](https://urldefense.proofpoint.com/v2/url?u=http-3A__police.illinois.edu_emergency-2Dpreparedness_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=gKTH4mrOY7Y9o_3_fIbPG6i_AVe3y988_R85dHTyrnU&e=).  I encourage you to review this website and the campus building floor plans website within the first 10 days of class.  [http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/](https://urldefense.proofpoint.com/v2/url?u=http-3A__police.illinois.edu_emergency-2Dpreparedness_building-2Demergency-2Daction-2Dplans_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=TUHsqubiY5z0Ia6amjsc1eLnqwoUdeOLxQ_HMCSHGY4&e=).

**Sexual Misconduct Reporting Obligation**

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University’s Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](https://urldefense.proofpoint.com/v2/url?u=http-3A__wecare.illinois.edu_resources_students_-23confidential&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=Q_gM9G-Z2zwTZG8kWYGptiQfSz1aY_f3uzsHP-Smkyk&e=).

Other information about resources and reporting is available here: [wecare.illinois.edu](https://urldefense.proofpoint.com/v2/url?u=http-3A__wecare.illinois.edu_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=e0iAOz18f5qwqoqzFyMhcvNSRqT4w4GgBcuAmHdm8U4&e=).

**Academic Integrity**

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: [http://studentcode.illinois.edu/](https://urldefense.proofpoint.com/v2/url?u=http-3A__studentcode.illinois.edu_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=THdX3_kNkX9d8DSLXr223bZ4ApRLH4viTThCWMOGxKY&e=).

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: [https://studentcode.illinois.edu/article1/part4/1-401/](https://urldefense.proofpoint.com/v2/url?u=https-3A__studentcode.illinois.edu_article1_part4_1-2D401_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=lZ1s0tLntHq3igDKnkTa3qjnzDCtC0VmIzYx6H_gOPE&e=). Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

**Religious Observances**  
Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at [https://odos.illinois.edu/community-of-care/resources/students/religious-observances/](https://urldefense.proofpoint.com/v2/url?u=https-3A__odos.illinois.edu_community-2Dof-2Dcare_resources_students_religious-2Dobservances_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=Z_T7wCLM8GAPWp-vT56CmBOTE-WnpLTNNAkhgjqqyv8&e=) to request appropriate accommodations. This should be done in the first two weeks of classes.

**Disability-Related Accommodations**  
To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or go to [https://www.disability.illinois.edu](https://www.disability.illinois.edu/).  If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting “Request an Academic Screening” at the bottom of the page.

**Family Educational Rights and Privacy Act (FERPA)**

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See [https://registrar.illinois.edu/academic-records/ferpa/](https://urldefense.proofpoint.com/v2/url?u=https-3A__registrar.illinois.edu_academic-2Drecords_ferpa_&d=DwMF-g&c=Y6HT0gyZH_Z4ZSRJdNYJeQ&r=e4hVaHoOxbEPknthZJN-jRg2RrZCTKlL9uJlf6UlDIk&m=50J7VQPPUF4Fwk-ko0xjVUGKDWH8LKr3mow14VSAMnI&s=kRrvEniOEX-Ic2qOoh4ycBLnWYBj_T3R3ox5fFoCrXw&e=) for more information on FERPA.