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Spring 1-29-2020

## Emotional Intelligence

Adriana Espinosa  
*CUNY City College*

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**Psy 31189-C**  
**Emotional Intelligence**  
**Course Syllabus**  
The City College of New York, CUNY  
Spring 2020

**Instructor:** Adriana Espinosa  
**Office:** NAC 8/132B  
**Email:** [aespinosa@ccny.cuny.edu](mailto:aespinosa@ccny.cuny.edu)

**Class Days and Times:** Mondays and Wednesdays 11:00 AM – 12:15 PM

**Classroom Location:** NAC 6/325

**Office Hours:** Wednesdays 10:00 – 11:00 AM in NAC 8/132B

**Course Description:** Emotional intelligence (EI) has received increasing attention over the last few decades. Loosely defined, EI corresponds to individual differences in the understanding, processing and management of emotions in different aspects of life. These set of skills have been shown to promote success in life as well as overall well-being. This course will introduce undergraduate students the theoretical underpinnings of EI as well as discuss how EI operates in multiple settings.

**Learning Objectives:**

- Understand the theoretical foundation and principles behind the concept of emotional intelligence.
- Have working knowledge of how emotional intelligence operates in different areas including clinical, social and behavioral.
- Develop a deep understanding of empirical evidence as well as a critical perspective of how emotional intelligence can influence multiple aspects of our own lives and daily experiences.
- Apply concepts learned to better understand current social and political phenomena.
- Demonstrate effective communication (oral and written) and team working skills.

**Student Support Services:** The College offers the following free services to students. To obtain additional information click on the links provided below.

**Special Accommodations:** The [AccessAbility Center](#) ensures equal access and full participation to all of City College's programs, services, and activities by coordinating and implementing appropriate accommodations. If you are a student with a disability who requires accommodations and services, please visit the office in NAC 1/218, or contact AAC/SDS via email ([disabilityservices@ccny.cuny.edu](mailto:disabilityservices@ccny.cuny.edu)), or phone (212-650-5913 or TTY/TTD 212-650-8441). Please do not wait until the last minute. The office receives multiple requests throughout the semester.

**Writing Assistance:** The [Writing Center](#) at City College offers one-on-one assistance to students or groups of students at every stage of the writing process. Please visit their website for further information.

***Benny's Food Pantry:*** Students who are facing food insecurity struggles can visit the pantry located in the Hoffman Lounge in the 1<sup>st</sup> floor of the NAC Building.

***Health and Wellness Services:*** Located in the Marshak Science Building (J-15), the [health and wellness services](#) office provides students with a multitude of free services including counseling, health screenings, vaccinations, emergency funds and other important social services.

***Other:*** For a comprehensive list of student support services, including veteran and international student services, housing, childcare and others please visit the [office of student life](#).

**Course Materials:** This is a ZERO textbook course. Students are not required to purchase a textbook or any other material for this course. All required materials will be freely available.

Retrieving Materials: An electronic version of this syllabus will be available on CUNY Academic Works as well as on Blackboard. All materials for this class will be listed on the syllabus. Materials may be retrieved by clicking on the proper link on the syllabus or directly from Blackboard (as indicated in the course calendar below).

**Course Structure:** Classes will be based on lectures, interactive discussions, group-based exercises and student presentations.

What I expect of you: I expect you to take full ownership of your learning process, and to be prepared to actively and respectfully engage during lecture, discussions and group work. This means that you **must** do the readings assigned, and come prepared to learn from me and from one another. In this way, we will all grow and learn together. I also expect you to follow all classroom rules.

What you should expect of me: As the instructor of the course I will determine the course logistics. That means that I will state the course rules (including grading schemes) and general set up. You should expect me to be passionate about the topic, as it is my primary research interest. Notwithstanding, I do not want you to think of me as the expert. I want to learn from you as much as you (hopefully!) want to learn from me.

**Course Communication:** I will regularly send email with special class announcements via Blackboard. Please make sure that the email address you have registered with Blackboard is accurate and check that inbox frequently.

**Email Communication with Me:** I strongly advise you to take full advantage of office hours to discuss any issues pertinent to class. If you must email me, please keep the email succinct and state “**Psy 31189**” in the subject line. Do not reply to an email from Blackboard and do not send attachments via email unless otherwise instructed. Any email that does not conform to these guidelines will most likely end up in either my “Junk” or “Trash” folders and will not be read.

**Group Assignments:** All students have been randomly placed into specific groups (disclosed on the first day of classes). Groups will work together in group-related activities (as indicated in the course calendar). Students cannot change their group assignments and no member of a group should be ostracized by the other members. Group members must do all that is necessary to make the group dynamic work in order to accomplish the task at hand. All group members must contribute to the task, as there is no free-riding allowed. No break ups allowed.

**Grading Policy:** Throughout the course students will have the opportunity to earn a maximum of 270 performance points according to the following criteria.

*1. Attendance and Participation (1 point per class):* Students who arrive to class on time and are engaged throughout will earn 1 point per class. Students who arrive to class late and are engaged will only earn half a point. Students who do not come to class at all or come to class to sleep or otherwise disengage will not earn any points for that particular class. Since we will meet 29 times, the **maximum attendance and participation points is 29.**

*2. Group Exercises (85 Points Maximum):* Group exercises will be assigned frequently and will vary in terms of context and number of points attainable. All group members will earn the same number of points for each assignment that is successfully completed. Groups that are dysfunctional or do not achieve the completion of a task will not earn points for that particular task. **ALL MEMBERS FROM THE GROUP THAT ACHIEVES THE HIGHEST NUMBER OF POINTS WILL BE EXEMPT FROM THE FINAL EXAM.**

*3. Exam 1 (45 Points Maximum):* The first exam will ask 25 close-ended questions (1 point each) and a brief discussion question (10 points). The first exam will be in class on **Wednesday, March 11<sup>th</sup>**. *Note.* I will create review sheets for each exam. Students must answer all questions on the review sheet and hand it in as instructed. Review sheets will be worth 10 exam points.

*4. Exam 2 (45 Points Maximum):* The second exam will ask 25 close-ended questions (1 points each) and a brief discussion question (10 points). The second exam will be in class on **Wednesday, April 29<sup>th</sup>**. *Note.* I will create review sheets for each exam. Students must answer all questions on the review sheet and hand it in as instructed. Review sheets will be worth 10 exam points.

*5. Final Exam (66 Points Maximum):* The final exam will be cumulative and will ask 51 close-ended questions (1 point each) and 3 brief discussion questions worth 5 points each. The final exam date will be either May 18<sup>th</sup> or 20<sup>th</sup> as stated in the [CCNY Final Exams Schedule](#).

**Extra Credit:** Students seeking to earn extra performance points can do so by creating a research proposal that investigates the role of emotional intelligence in any setting not discussed in class. The proposal must include a background section explaining what has been done and justifying the need for the research proposed (1 page double-spaced), a research

question that clearly links to the justification from the prior section, hypothesis(es) that define the nature of the relation(s) expected to find, and detailed methods and analysis sections that clearly state the measures to be used, participants and statistical methodology. In total, the proposal should be between 5 to 10 double-spaced pages. This work is individual and must be coherently written and **free from grammatical errors** (PLEASE VISIT THE WRITING CENTER FOR HELP). This extra credit assignment will be worth at *most 12 non-group points* and must be handed in the day of the final exam. I will not accept extra credit assignments after that day.

**Note.** There is no extra credit beyond what is described here.

**Grading Scale:** The final grade you will earn will depend on the total number of points earned relative to the maximum number of points possible. For example, earning 230 points is equivalent to earning 85% of the maximum number of points attainable (i.e.,  $\frac{230}{270} * 100\% = 85\%$ ). Letter grades will be assigned based on the % points obtained as follows:

A+: $\geq 95\%$	B+: 85-89%	C+: 75-79%	D+: 65-69%	F : $\leq 59\%$
A : 93-94%	B : 83-84%	C : 73-74%	D : 63-64%	
A-: 90-92%	B-: 80-82%	C-: 70-72%	D-: 60-62%	

**Note.** Students who are exempt from the final exam (as indicated above) will be granted the full set of points corresponding to the final exam. The computation of their final grade will then proceed as indicated above. Please note that being exempt from the final **will not guarantee** an A or even a passing grade in the course. Students must still have sufficient points in other areas to earn a passing grade.

**Policy on Attendance:** Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. Instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. The College Bulletin sets the default policy that a student may be dropped if absent more than 4 classes (for classes meeting twice per week) or 2 classes (for classes meeting once a week). Early in the semester the Registrar requests instructors to report any students who have not attended even a single class. The registrar's office will drop these students from the course.

**Withdrawal from the Course:** The deadline to officially withdraw from the course is April 1<sup>st</sup>. Students who unofficially drop from the course will receive a grade of WU, which after some period turns into a grade of F.

**Policy on Academic Integrity:** As stated in the CUNY Policy on Academic Integrity: 'Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism:

- i. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;
- ii. Presenting another person's ideas or theories in your own words without acknowledging the source;

- iii. 'Using information that is not common knowledge without acknowledging the source;
- iv. 'Failing to acknowledge collaborators on homework and laboratory assignments.
- v. 'Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.'
- vi. 'A student who plagiarizes may incur academic and disciplinary penalties, including failing grades, suspensions, and expulsion.'
- vii. 'A complete copy of the CUNY Policy on Academic Integrity may be downloaded from the College's home page.'
- viii. Instructor will determine academic sanctions. Violations of academic integrity will result in a written report to the Office of Academic Integrity.

**Policy on Cell Phone use:** All cellphones must either be off or on vibrate. If you must take a call, please step outside of the classroom as least disruptive as possible. If you need to send a text or check your email, do it outside of the classroom as well. Anyone who is sending texts or emails during class time, including in class or group activities, will delay the progress of the class and may hurt their group points. Cell phones must be off and put away during exams.

**Course Calendar:** We will follow the topics and dates below.

Date	Topic	Reading(s) Assigned	Activity/Assignment due
Mon. 1/27	Introduction	Course syllabus	Course overview and structure Group assignments Group assignment # 1 (getting to know each other with "if you knew")
Wed. 1/29	Origins and some competencies of EI	<a href="#">Overview of EI</a> by VeryWellmind; Goleman Ch 3 (in BB)	Group activity – Case study # 1
Mon. 2/3	The Importance of EI	The <a href="#">Importance</a> of Emotional Intelligence	
Wed. 2/5	Understanding ourselves and our EI	Emotional Intelligence: <a href="#">Skill Building Activity</a>	Group assignment # 2- <b>Presentations (5 points) due at end of class</b>
Mon. 2/10	Emotional vs General Intelligence	Cotrus, Stanciu & Bulborea (2012) – paper in BB	
Wed. 2/12	College Closed		
Mon. 2/17	College Closed		
Wed. 2/19	Importance of EI in early childhood	Denham, Zinsser, & Bailey (2011) – paper in BB	Group activity – <a href="#">My Emotions Wheel</a>
Mon. 2/24	Overview of major EI models	Module by <a href="#">Brackett, Delaney &amp; Salovey</a> ; The <a href="#">4 branches of EI</a>	
Wed. 2/26	Ability EI Model	<a href="#">O'Connor, Hill, Kaya, &amp;</a>	

Date	Topic	Reading(s) Assigned	Activity/Assignment due
		<a href="#">Martin</a> (2019)	
Mon. 3/2	Trait EI Model	Mohd Kosnin & Ling Huey (paper in BB)	
Wed. 3/4	Trait vs Ability EI		Group exercise DUE at end of class (10 points)
Mon. 3/9	Review for Exam 1		Review sheet DUE (10 exam points)
Wed. 3/11	Exam 1		In class
Mon. 3/16	EI and Personality	Kappagoda article (in Blackboard)	
Wed. 3/18	EI and Personality	Ghiabi & Besharat (2011) – article in Blackboard	
Mon. 3/23	Clinical applications of EI	Patient-Centered Care: <a href="#">Birks &amp; Watt</a> (2007); <a href="#">Al Ubaidi</a> (2018)	
Wed. 3/25	Clinical applications of EI (cont)		Group assignment # x: Read case study and discuss as a group – <b>Presentations 5 mins. (10 points) due at end of class</b>
Mon. 3/30	EI and stress	<a href="#">Lea, Davis, Mahoney &amp; Qualter</a> (2019)	
Wed. 4/1	EI and academic stress	<a href="#">Reza Miri et al.</a> (2013)	Group assignment # x: Read case study and discuss as a group – <b>Presentations (10 points) due at end of class</b>
Mon. 4/6	EI and health	Chapter 9 - <a href="#">Salovey</a> (2004)	
Tue. 4/7 (Wed)	EI and health (cont)	Chapter 9 - <a href="#">Salovey</a> (2004)	In class exercise
Wed. 4/8	Spring Break		
Mon. 4/13	Spring Break		
Wed. 4/15	Spring Break		
Mon. 4/20	EI and compassion and leadership	<a href="#">Emotional leadership</a> styles; <a href="#">Ioannidou &amp; Konstantikaki</a> (2008)	Group exercise – Discuss the relevance of compassion to leadership and the role of EI
Wed. 4/22	EI and Leadership (cont)	EI in <a href="#">leadership</a>	Group reports DUE
Mon. 4/27	Review for Exam 2		Review sheet DUE (10 exam points)
Wed. 4/29	Exam 2		In class
Mon. 5/4	Can EI be bad?	<a href="#">Dark side</a> of EI; <a href="#">Grant</a> (2014)	
Wed. 5/6	Can EI be bad?	<a href="#">Davis &amp; Nichols</a> (2016)	Group exercise
Mon. 5/11	Final group work		
Wed. 5/13	Review for final		
Mon. 5/20	Final Exam	10:30 AM – 12:45 PM	Check <a href="#">final exam schedule</a> on CCNY website for updates.