**EMOTIONAL SKILLS IN LEARNING**

**HHP 3010-355**

**Spring 2012**

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Wednesdays, 8:30AM to 12:00PM

Thursdays, 8:30AM to 10:00AM

And Other Days/Times By Appointment

**Class Meeting Time:** Tuesday and Thursday from 10:30AM to 11:45AM

**Required Course Textbook:**

Nelson, Darwin B., & Low, Gary, R. (2011) *Emotional Intelligence:  Achieving Academic and Career Excellence (2nd ed.).* Boston, MA:  Prentice-Hall.

*YOUR CHOICE* of a drama movie focusing on learning, success, and emotional development.

**Course Description:**

**University Catalog Description**: Striving for academic excellence through self awareness and growth in areas of social and emotional development.  Interpersonal and intrapersonal skills, leadership skills, and self-management skills in the context of emotional intelligence theories.

**COURSE OVERVIEW:**

The primary purpose of this skills course is to acquaint you with the issues associated with successful social and emotional development in the context of today's society and specifically, for success in learning.  The course is designed to encourage you to make discoveries about ***yourself***, your philosophy of excellence, or your awareness of differences; in addition to learning skills in social awareness, motivation, and management of learning.

**COURSE STRUCTURE:**

This course is designed to encourage student choice and flexibility to meet the individual interests, career goals and professional strengths of those students enrolled in the course.  The assignments have been designed for flexible pacing and individual acceleration. For each emotional skill area, you will participate in a lecture highlighting key concepts, large group activities, and small group discussions.

**Course Objectives:**

After participating in this course, students will be able to:

* Describe the major theories and important research in the field of emotional development.
* Formulate personal and professional understanding and constructions concerning the nature and process of learning and the emotional mind.
* Apply knowledge of self in the consideration of practical learning problems.
* Practice five key skills for college success, including self directed learning.
* Practice for both scientific and practical reasons the skills associated with self management and drive (motivation).
* Recognize the influence of cultural and social factors on emotional development, such as the impact of ethnicity, of language background, of gender, and of socioeconomic status.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more solid base of knowledge than would otherwise be possible.

**Attendance Policy:**

Attendance is a key to success in this course, as much of the learning takes place through interaction and class discussion/activities. Your attendance in class is expected. It is also expected that you will complete required assignments on time. It is vital that if you fall behind in weekly assignments, you contact the instructor immediately. The further behind in assignments you get, the more difficult it is to design a plan for you to get caught up in the course, so be sure to maintain good communication, even if you are having trouble completing assignments.

**Course Assignments:**

1. **In-class Activities:** You are expected to attend class and participate in the activities assigned for each session.  Class activities will be graded by the instructor and you will receive full points for each completed activity turned in on time.  Attendance and in-class activities are worth 10% of your course grade. Attendance: Students will be held accountable for all work covered in the course despite valid reasons for absences from class. You are expected to attend class and participate in assigned activities.
2. **Assignments:** You are expected to complete four types of assignments to demonstrate the application and/or self-analysis concerning emotional and social development:
	1. completion of the “Personal Excellence Survey”
	2. completion of seven (7) weekly activities (such as Primary Emotions; Dealing with Stress; Emotional Curriculum Attitudes; The Hermit Crab; Learning Style Inventory; Self Assessment; Self Improvement; Balancing the Schedule; Assertive Map for High Achievement; etc.)
	3. movie analysis (central character in an emotional learning dilemma)
	4. a figure and narrative analysis of the genogram of your family.
	5. These assignments will be graded by the instructor and are worth 50% of your course grade (10% for #1, 3 9% for 4; 21% for #2 weekly activities, for which seven [7] are required).
3. **Exams:** You are expected to demonstrate what you have learned about emotional development by completing two review tests and a final exam that covers the content of the book and the discussions.  The review tests will be graded by the instructor and comprise 20% of the course grade.  The final exam will cover only the content since the last review test, will be taken according to the final exam schedule as published in the Class Schedule, will be graded by the instructor, and comprises 20% of your course grade.

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

|  |  |
| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| In-Class Activities | 100 points |
| Personal Excellence Survey | 100 points |
| Weekly Activities | 200 points |
| Movie Analysis | 100 points |
| Genogram | 100 points |
| Review tests (3 total) | 300 points |
| Final Exam | 100 points |
| **TOTAL POINTS** | **1000 points** |

**LATE WORK POLICY:**

Late work is not acceptable in college work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor! Do not wait until you have fallen behind by multiple weeks – as soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and forming a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, stop by, Skype, whatever you need to do to get in contact!

**CLassroom policies:**

Students are expected to follow all of the following policies in the classroom:

1. Cell phones should be turned off/silent in the classroom at all times. Cell phones should not be used in the classroom at any time, except in the case of an emergency. If you are expecting an urgent phone call, let your instructor know ahead of time.
2. Students are expected to be in class for the entire scheduled class period, as the majority of learning activities occur in class, as do class discussions, and some content covered in class is not covered elsewhere. Students should make arrangements to be in class for the entire class period. Any student not in class for a graded assignment will receive a grade of “zero” for that graded in-class activity.
3. In class attendance involves respectful and engaged participation in class activities and discussions. Students are expected to come to class prepared by reading any assigned readings before coming to class, ready to discuss those readings. Further, students respect other students’ comments and contributions to the class by listening to their contributions and responding appropriately in discussions.
4. Students who are exhibit inappropriate behavior in the classroom such as cell phone use, disrespectful behavior toward class discussions, excessive use of profane language, or use of language that derogates or demeans another person may be asked to leave the classroom environment after being warned regarding such behaviors.

**EXTRA CREDIT POLICIES:**

Students can earn up to five percent extra credit in the course through the following activities:

1. **Research Participation:** Students can sign up for research studies through the OSU College of Education SONA system, which will allow them to view various studies that are available and sign up for those they are interested in. The SONA system can be accessed at <http://okstate-coeosu.sona-systems.com/>. Additional information on the College of Education SONA system can be found in the Content section of the D2L site.
2. **Research Paper.** A second means of earning extra credit is by reading articles that are relevant to the topics discussed in class.  You will read a peer-reviewed academic article and write a *summary* (4 pages, APA, double spaced, 1-inch margins, 12-point font). You need to submit your summary along with an original copy of the article by **5:00 pm on the Friday before Finals Week**. Your instructor MUST APPROVE OF THE TOPIC. Most likely, you will be required to use the bank of research resources available from the instructor. You will prepare these typed, double-spaced papers and submit them to your instructor**.** Your instructor may establish specific writing or other requirements in regard to submitting these papers.  Seek clarification from your instructor in a timely manner.

**TENTATIVE Course Calendar:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Readings** | **Content** | **Assignments Due** |
| 1/10/12Tuesday | Syllabus | Introduction of participants and course |  |
| 1/12/12Thursday | Readings (Goleman) | Emotional Intelligence Theory |  |
| 1/17/12Tuesday | Chapter 1 | Emotion, Strong Emotion |  |
| 1/19/12Thursday | High Achievement and Self-Direction | **Personal Excellence Survey Due** |
| 1/24/12Tuesday | Chapter 2 | Emotional Learning System | Weekly Assignments |
| 1/26/12Thursday | Self-Directed Coaching and Mentoring |
| 1/31/12Tuesday | Readings (Salovey & Myers) | Emotional Intelligence and Self-Regulation | Weekly Assignments |
| 2/2/12Thursday |  | Theoretical Foundation Review for Test I |  |
| 2/7/12Tuesday |  | **Test I** |  |
| 2/9/12Thursday |  | Test feedback and movies list | Weekly Assignments |
| 2/14/12 Tuesday | Chapter 3 | Interpersonal skills and negativity | Weekly Assignments |
| 2/16/12Thursday | Anger and Anxiety Management |
| 2/21/12Tuesday |  | Presentations | **Movie Critique Due** |
| 2/23/12Thursday | Presentations |  |
| 2/28/12Tuesday | Chapter 4 | Social Awareness and Empathy in Learning | Weekly Assignments |
| 3/1/12Thursday | Positive Influence and Leadership |
| 3/6/12Tuesday | Chapter 5 | Motivation and Drive Strength | Weekly Assignments |
| 3/8/12Thursday |  | Explore, Identify, Understand, Learn |
| 3/13/12Tuesday | Readings TBA | Planning for positive change | Weekly Assignments |
| 3/15/12Thursday | Academic Success Planning |
| 3/20/12Tuesday | **SPRING BREAK!****No class, no assignments.** |
| 3/22/12Thursday |
| 3/27/12Tuesday | Readings TBA | Environmental stressors and resources | Weekly Assignments |
| 3/29/12Thursday | Critical consciousness |
| 4/3/12Tuesday | Chapter 6 | Intrapersonal skills |  |
| 4/5/12Thursday |  | Multiple Intelligences | **Genogram Due** |
| 4/10/12Tuesday |  | **Meet at Creativity Day on Library Lawn** |  |
| 4/12/12Thursday |  | Review Activity, TBA |  |
| 4/17/12Tuesday |  | **Test II** |  |
| 4/19/12Thursday | Chapter 7 | Personal Excellence, Skill Development, and Personal Mission | **Personal Excellence Survey Due** |
| 4/24/12Tuesday | Readings TBA | Beliefs about Self | Weekly Assignments |
| 4/26/12Thursday | Self Assessment and Goals, Review for Final |
| FINAL EXAMThursday, May 3rd |  | **Final Exam** |  |

**Possible Changes to the Syllabus:**

“This syllabus is your contract for production in the course. If changes are made to it they will be posted on Desire 2 Learn. No changes increasing requirements will be made as they might adversely affect your grade.”

**Additional Information and Resources:**

**Academic Integrity:** “I will respect OSU’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.” Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned.  Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University.  You have the right to appeal the charge.  Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

Refer to the Contents Section for these additional course documents:

1. Oklahoma State University Syllabus Attachment Spring 2011

<http://osu.okstate.edu/acadaffr/aa/syllabusattachment-Spring.htm>

2. Oklahoma State University Office of the Registrar Enrollment Guide Spring 2011.