

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 / 18**

Part I Course Overview

Course Title: Emotional Intelligence

Course Code: SS3608

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

In this course, students will explore the current scientific knowledge regarding the nature, functions, and processes of emotions. Of particular interests will be the role of emotions in rational thinking and effective interpersonal behaviours. On the basis of such understanding, students will discuss on the wisdom of emotions and practice making good use of emotions to enhance personal well-being, interpersonal relations, and problem solving.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	<u>Describe</u> the current scientific knowledge on the nature, functions, processes, and effects of emotions, and <u>apply</u> the knowledge in explaining everyday behaviours;	30%	✓	✓	
2.	<u>Describe</u> their own feelings and the emotions of others, and <u>relate</u> those feelings or emotions to the antecedent appraisals and to the resulting thinking or behaviours;	30%	✓		
3.	<u>Use</u> the skills that maximize the functions of emotions and as a result enhances personal well-being, interpersonal relations, and problem solving;	20%	✓	✓	✓
4.	<u>Formulate</u> an original, knowledge-based view on what constitute wisdom of emotions.	20%	✓	✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1.	<p><u>Workshops:</u> In this course, students will be guided to explore the current scientific knowledge of emotions and to develop various aspects of emotional competence through step-by-step workshops which involve brief lectures, activities followed by individual and/or group-based reflections, class discussion, and skill practices. The workshop series is arranged in a way that students will start their intellectual journey with an introduction to the background knowledge, then go on to practice self-awareness and other skills on handling emotions, finally come to analyses of the roles of emotions in thinking and interpersonal relations. All the workshops are interactive in nature and students will learn by doing, experiencing, and reflecting.</p>	✓	✓	✓	✓	
2.	<p><u>Homework exercises:</u> To extend the scope of learning and to make knowledge transferable, after each workshop student will be assigned a homework exercise through which they will practice self reflection or skills of emotional competence out-of-class. For example, the homework assignment can be asking students to keep a diary of their feelings of the day for a week and then to examine the patterns of their emotions.</p>		✓	✓		
3.	<p><u>Self-study and presentation:</u> In addition to the workshops and homework exercises, students will acquire a broader scope of knowledge by studying current literature independently. To aid student's self study, key concepts in the field will be introduced in the workshops, and a recommended reading list will be offered. Students will work in small groups, set a theme of study, and study the articles selected from the reading list, preferably also from other sources, with a focus on their theme of study. At the end of the semester, students will give a presentation summarizing the knowledge they acquire through self-study and applying the knowledge to a given real case.</p>	✓				
4.	<p><u>Discussion paper:</u> At the end of the semester, students also need to submit a discussion paper in which they will integrate and apply all the knowledge they acquire through the course to an analysis of emotions in a real life situation. On the basis of an in-depth, knowledge-based analysis, students will discuss in their original perspectives what "emotional intelligence" should mean, if there is any, and what constitute the wisdom of emotions.</p>	✓	✓		✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
<u>AT1: Class participation and homework:</u> Students are required to attend all workshops and show active engagement in workshop activities.		✓	✓		40%	
<u>AT2: Class presentation:</u> At the end of the course, students need to give a class presentation in small groups. The presentation will demonstrate the learning outcomes as a result of their self-study focusing on a particular theme and a given real life case.	✓				20%	
<u>AT3: Discussion paper:</u> The discussion paper will be an integrative discussion which shows students' scientific knowledge, emotional understanding of the self or of people in general, and on the basis of it formulate an original view on wisdom of emotions. Students need to set their own theme of discussion, and have a real case to base on.	✓	✓		✓	40%	
Examination: _____% (duration: _____, if applicable)						
* The weightings should add up to 100%.					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and homework	Ability to describe the emotions of their own and of others sensitively, and demonstrate use of skills that reflect emotional competence. In addition, capability to demonstrate active engagement in out-of-class practice of the skills students learned in classes, as well as proper use of self-reflective, empathic, and other emotional competence skills.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
2. Class presentation	Capability to describe and apply knowledge accurately to case analyses in presentation.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
3. Discussion paper	Ability to have an in-depth analysis of emotions in the real case, in which both application of knowledge and sensitivity to emotions should be shown, and capability to discuss the in-depth meaning underlying secondary emotions, and reasons for an original view on what constitutes a wise way of dealing with emotions.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

The concepts of emotional intelligence / Functions of emotions / Emotional self-awareness / Processes of emotions / Emotional regulation / Communicating emotions / Emotions in interpersonal relationships / Conflicts and negotiation / Emotion-cognition integration / Judgment and decision making.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Kalat, J. W., & Shiota, M. N. (2011). <i>Emotion</i> (2nd ed.). Belmont, CA: Thomson Wadsworth.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human Abilities: Emotional Intelligence. <i>Annual Review of Psychology</i> , 59, 507-536.
2.	Moors, A. (2009). Theories of emotion causation: A review. <i>Cognition & Emotion</i> , 23, 625-662.
3.	Ekman, P. (1992). An argument for basic emotions. <i>Cognition & Emotion</i> , 6, 169-200.
4.	Lindquist, K., A., Wager T. D., Koder, H. & Bliss-Moreau, E. (2012). The brain basis of emotion: A meta-analysis review. <i>The Behavioural and Brain Sciences</i> , 35, 121-143.
5.	Saarni, C. (2011). Emotional Development in Childhood. <i>Encyclopedia on Early Childhood Development</i> , 1-6.
6.	Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. <i>American Psychologist</i> , 56, 218-226.
7.	Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. <i>Review of General Psychology</i> , 2, 271-299.
8.	Carlson, E. et al. (2015). Maladaptive and adaptive emotion regulation through music: A behavioral and neuroimaging study of males and females. <i>Frontiers in Human Neuroscience</i> , 9, 466.
9.	Chamber, R., Gullone, E. & Allen, N., B. (2009). Mindful emotion regulation: An integrative review. <i>Clinical Psychology Review</i> , 29, 560-572
10.	Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Positive emotions in education. In E. Frydenberg (Ed.), <i>Beyond coping: Meeting goals, visions, and challenges beyond coping: Meeting goals, visions, and challenges</i> (pp. 149-173). Oxford University Press, New York, NY.