

Course: BU221 – Emotional Intelligence  
Credit: 3 Credit Hours  
Semester: Fall 2022 (Cycle 3) E.Ed Bldg #118  
Time: 8a-11a Fridays October 28-December 16, 2022  
Instructor: Dr. Germaine D. Washington, DM, MBA Cell: 816-572-1603 Office: E Ed Bldg Rm# 226

## I. DESCRIPTION

**This course seeks to provide students with the ability to understand, use, and manage their emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. This course will be taught from the biblical worldview concerning emotional accountability and why it is crucial to the student's potential career.**

*\* This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. OBJECTIVES

### A. General Competencies to be achieved. The student will:

1. Understand the role of Emotional Intelligence in Management (PLO 3-6) **Assignment a-d**
2. Learn about theories to routine emotions situations (PLO 2-6) **Assignment a,b**
3. Communicate a basic understanding of management issues (PLO 3-6) **Assignment a,b,c**
4. Be able to explain challenges dealing with difficult people (PLO 1-6) **Assignment b.c**
5. Assess case situations for facts, disputes, issues, and probable outcome (PLO 3-6) **Assignment c**
6. Discuss ethical issues and challenges facing managers (PLO 5,6) **Assignment a-c**

B. Specific Competencies to be achieved. The student will:

1. Executing professional decisions-making skills concerning difficult situations using Emotional Intelligence (PLO 2-6)  
**Assignment c, d**
2. Outline and explain ways to defuse hostile employee disputes within the workplace (PLO 3,4) **Assignment b,c,d**
3. Explain effects of government regulation on management decisions (PLO 3-6) **Assignment a-d**
4. Explain a biblical basis for management action when employees feel threatened within the workplace (PLO 1-3) **Assignment a-d**
5. Understand how to stay current on changing regulation (PLO 4-6)  
**Assignment b,c**
6. Speak and communicate in management terms (PLO 1-6)  
**Assignment a-d**

### III. REQUIREMENTS

- A. Classroom attendance or weekly online attendance.
  - B. Read text, complete assignments, and participate in assessment & forum activities.
  - C. Completion of course materials in each section according to the prescribed schedule.
  - D. Complete assigned problems & case studies.
  - E. Complete final exam.
- *Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.*
- *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*
- The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

- Please see textbook section for important information about using the “Bible as a textbook”.

**Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)*.**

*Attendance: See Attendance policy in Canvas Announcements*

#### IV. METHODS

- A. Reading assignments
- B. Assigned problems
- C. Weekly Student Participation - Forum (online course) and discussion.
- D. Written assignments must be submitted every week.
- E. Case Studies and Final Exam

#### V. MATERIALS – REQUIRED

Caruso, D. R. & Salovey, P. (2004). *The emotionally intelligence manager*.

Josey and Bass; 1<sup>st</sup> Ed. ISBN# 978-0787970710. Amazon Textbook price:

\$24.10

Pool, L. D. & Qualter, P. (2018). *An introduction to Emotional Intelligence*.

Wiley-Blackwell; 1<sup>st</sup> ed. ISBN: 978-1119108269. Amazon Textbook

price: \$36.57

Students may use their favorite Bible translation. *The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as*

*supplemental sources. Please ask the professor if you have questions about a particular translation or version.*

VI. COURSE ASSIGNMENTS  
**Please refer to CANVAS**

VII. TENTATIVE CLASS SCHEDULE

Week	Lecture/Discussion Topics	Reading Assignments	Due dates
Week 1		Read Ch. 1-2	
Week 2		Read Ch. 3-5	
Week 3		Read Ch. 6-7	
Week 4		Read Ch. 8-10	
Week 5		Read Ch. 11-12	
Week 6		Read Ch. 13-15	
Week 7		Read Ch. 16-17	
Week 8		Read Ch. 18-19	

Course Grading

Writing assignments	30%
Attendance, discussion, and Interaction	20%
<u>Final</u>	<u>50%</u>
	100%

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i></p> <p style="text-align: right;"><b>Grade:</b></p>
<b>ORGANIZATION</b> Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> <b>Grade:</b></p>
<b>FORMAT</b> 4%	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> <b>Grade:</b></p>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> <b>Grade:</b></p>

**What is a Substantive Post?** © 2016  
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H Publishing: Nashville, TN.

Caruso, D. R. & Salovey, P. (2004). *The emotionally intelligence manager*.  
Josey and Bass; 1<sup>st</sup> Ed.

Pool, L. D. & Qualter, P. (2018). *An introduction to Emotional Intelligence*.  
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- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Greenleaf, R. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.
- Hill, A. (2008). *Just business: Christian ethics for the marketplace*. (2<sup>nd</sup> Ed.). Downers Grove, IL: InterVarsity Press.
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- May, S. & Mumby, D. (2005). *Engaging Organizational Communication Theory & Research*. Thousand Oaks, CA: Sage Publications.
- Patterson, K, Grenny, J, McMillan, R, & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill.