



Course Syllabus

Course:	EDZU 9755 <u>Emotional Literacy</u>
<u>Credit Hours:</u>	3.0 credits / 45 hours
Instructor:	Patricia Anzalone

Course Description

Learning how to become emotionally literate is one of the best investments that teachers can make for themselves and their students. The capacity to deal with emotions positively is an essential element of good health. Quite often our students struggle with everyday situations that take place in and out of the school setting. Because of this, many students are unable to become productive members of the class until they find some way to express their feelings and emotions. This course is designed to help teachers develop a learning environment that promotes emotional wellness through the exposure of various forms of literature. By the end of this course, participants will have a variety of activities and book lists to assist them in developing an emotionally literate environment.

Course Goals

To Know

1. the five elements of Emotional Intelligence.
2. the role of an emotion coach inside and outside the classroom.
3. the various forms of literature that exist in order to promote Emotional Intelligence in the classroom.

To Understand

1. the difference between EQ and IQ.
2. the benefits of EQ.
3. how they can nurture emotional and aesthetic literacy in the classroom.

And To Be Able To

1. assess a student's Emotional Intelligence.
2. discuss and research the giants of Emotional Intelligence.
3. compose lessons and engaging learning activities that tap into the emotions to promote student learning and growth.

Course Outline

- I. Identifying and Acknowledging Emotional Intelligence
 - a. What is *emotional intelligence*?
 - b. What is the difference between *emotional intelligence* and *intelligence quotient*
 - c. Determine how emotional intelligence can benefit your students
- II. Participants will become aware of the range of emotions that exist and share classroom techniques they utilize to stabilize high-intensity emotions
- III. Participants will engage in readings related to positive emotion coaches and discuss their role of an emotion coach within the classroom setting
- IV. Participants will conduct research on of the giants of emotional literacy (*Daniel Goleman, Jeanne Segal, Claude Steiner and Howard Gardner*)
- V. Participants will become familiar with a study conducted by Daniel Goleman on the ideas of impulse control, stress and self-motivation
- VI. Participants will review and create journal entries for their population of students
- VII. Participants will explore a variety of texts, interactive websites and create student activities related to emotional literacy
- VIII. Participants will respond to Howard Gardner's theory of intrapersonal and interpersonal intelligence
 - a. respond to article on the findings related to the benefits of EQ in school, life and in the business setting
 - b. Take an EQ test and discuss how the results align with their own self viewpoints
- IX. Devise lesson plans to enhance emotional literacy within their classrooms

Methods of Instruction

Teachers enrolled in the course will review the difference between emotional intelligence (EQ) versus IQ. They will read and analyze the findings of Daniel Goleman's studies. Teachers will review articles on self-motivation, empathy and stress. They will implement lessons geared towards recognizing ones emotions and create activities for daily practice. Teachers will also communicate with other teachers to share successful strategies/literary texts for helping students enhance their emotional intelligence.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in the course, a student must complete all of the assigned assignments, participate in all forum discussions, complete lesson plans directly related to literacy and research, review and summarize articles related to emotional literacy.

In order to earn a B in the course, a student must complete all of the assigned assignments, participate in all forum discussions, and complete lesson plans directly related to writing instruction.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Task	Est. Time (in hours)
Reading on Psycho Geometrics by Communications Scientist Susan Dillinger	2
Readings on Emotional Intelligence and EQ versus IQ	1
Reading on The Relevance of EI	.5
Reading on Recognizing Emotions	1
Reading on Self-Awareness and Self-Soothing Techniques:	1
Article Reading on Nurturing Emotional and Aesthetic Literacy	1
Reading on Children Can Benefit from Parents who are Positive Emotion Coaches	1.5
Research on one of the giants of EL	6
Reading on Managing Anxiety with corresponding student journal activity	.5
Reading on a Study of Impulse Control by Daniel Goleman	1
Reading on Self-Motivation with corresponding student journal	1
Reading on Empathy with corresponding student journal activity	1
Reading on Stress and Stress Overload with student poll	1
Web article reading on What Kids Say About Handling Stress	2
Reading on Howard Gardner's Theory	1.5
Conduct research on EL	3
Review an article	1
Summary of article findings and follow-up questions	3
Web article reading on EL	.5
Reading on Student Activities dealing with Emotions: Explanation of the implementation of activities into participant daily practices; Creation of EL activity for a specific population	5
Review of EL Lesson Plan with student activity	1.5
Viewing of EL Booklists	3
Reading on The Benefits of EQ	1
Creation of 2 formalized lesson plans utilizing literature to promote	4

