

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: BUAD 4326 VC01 – Emotional Intelligence

Campus: WBUonline

Term/Session: Fall 2, 2026

Instructor: Dr. Madison P. Greenwood

Office Phone Number/Cell #: 614-915-9581

WBU Email Address: Madison.Greenwood@wayland.wbu.edu

Office Hours, Building, and Location: Email or Text/Call

Class Meeting Time and Location: Online

Catalog Description:

Explores the critical role of emotional intelligence (EI) in business, with a particular focus on its applications in management and leadership. Examines the five core components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Develops personal growth and professional development, preparing students to lead with emotional intelligence in a competitive, people-centered marketplace

Prerequisite:

MGMT 3304

Textbook Information

Required Textbook(s) and/or Required Materials:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#
<u>Emotional Intelligence: Achieving Academic & Career Excellence</u>	Nelson/Low	2 nd	2011	Pearson	9780-13455-8271
PitchVantage					9780-69293-3008

*This course is part of the **Pioneer Academic Access Program**. You will have access to an eBook, access code, and interactive learning material on the first day of class through your Blackboard course site. You will be notified via email with access instructions and additional information. If the course requires a physical book you can order at bookstore.wbu.edu. You can choose to opt-out, however if you do you will lose access to **EVERY** class/material and have to source through third party vendors.*

Although PitchVantage is listed in the required course materials, it will not be used in the 8-week version of this course.

Course Outcome Competencies:

- Define and explain the key components of emotional intelligence and their relevance to individual and organizational success in business settings.
- Apply emotional intelligence principles to analyze and influence consumer behavior, brand perception, and marketing strategies.
- Demonstrate increased self-awareness and empathy through reflective exercises and interpersonal communication scenarios.
- Evaluate real-world business and marketing situations using emotional intelligence frameworks to propose effective, ethically sound solutions.

Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

Academic Integrity:

[Link to Statement on Academic Integrity](#)

Artificial Intelligence: No use of any generative AI tools permitted.

- i. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
- ii. All assignments must be fully created, designed, and prepared by the student(s).
- iii. Any work that uses generative AI will be treated as plagiarism.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests. Office: (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria

Late Policy:

Because all assignments are open from the start of the term, students have the flexibility to work ahead and plan around their personal schedules, travel, or busy weekends. This means there should be very few—if any—late submissions.

- Due Dates: All assignments have posted due dates to help students stay on track.
- Late Submissions: Students are expected to submit assignments on time; therefore, late submissions should be rare. Exceptions to this policy may be granted only in cases of documented, extreme medical emergencies or other serious extenuating circumstances approved by the instructor. Assignments granted an approved exception will follow the alternate deadline established by the instructor and will not be subject to late penalties.
For assignments submitted late without an approved exception, 10% will be deducted from the earned assignment grade for each calendar day the assignment is late (e.g., 1 day late = 10% deduction, 2 days late = 20% deduction, 3 days late = 30% deduction). Assignments submitted 4 or more calendar days after the due date without an approved exception will not be accepted.
- Work Ahead: Since all assignments are available from the beginning of the term, students are encouraged to work ahead to avoid last-minute conflicts or missed deadlines.

Assignments:

- First Required Assignment: There is 1 (one) First Required Assignment in this course. This assignment is worth 10 points (1% of the final course grade). Students must complete this assignment to acknowledge they have reviewed the course expectations, policies, and requirements.

- Orientation Quiz: There is 1 (one) Orientation Quiz in this course. This quiz is worth 10 points (1% of the final course grade). The quiz assesses students' understanding of important information contained in the course syllabus and orientation materials.
- Faith Integration Paper: There is 1 (one) Faith Integration Paper in this course. This assignment is worth 100 points (10% of the final course grade). The paper is due by the end of the course but may be completed and submitted at any time during the term. Students will select a topic or chapter from the course and reflect on the intersection of faith and emotional intelligence.
- Emotional Intelligence Self-Assessments: There are 2 (two) Emotional Intelligence Self-Assessments throughout this course. Each assessment is worth 10 points for a total of 20 points (2% of the final course grade). Students will complete one assessment at the beginning of the course and one at the end to evaluate changes in their emotional intelligence over the duration of the 8-week term. These self-assessments are intended to promote self-awareness and personal reflection rather than measure academic performance.
- Discussions: There are 4 (four) discussions throughout this course. Each discussion is worth 25 points for a total of 100 points (10% of the final course grade). Discussions align with assigned readings and encourage students to apply course concepts through thoughtful analysis, personal reflection, and real-world examples.
- Discussion Responses: Each discussion includes 1 (one) required reply designed to promote meaningful engagement and collaborative learning. Students are expected to extend the conversation by contributing new insights, asking thoughtful questions, or connecting course concepts to real-world situations. There are 4 (four) discussion replies throughout the course. Each reply is worth 25 points for a total of 100 points (10% of the final course grade).
- Chapter Quizzes: There are 6 (six) chapter quizzes throughout this course. Each quiz is worth 20 points for a total of 120 points (12% of the final course grade). Quizzes consist of multiple-choice questions designed to assess comprehension of assigned textbook chapters and course concepts. Quizzes are open-note, must be completed individually, are not timed, and allow only 1 (one) attempt.
- PPT Assignments: There are 2 (two) PowerPoint assignments throughout this course. Each assignment is worth 100 points for a total of 200 points (20% of the final course grade). Students will create professional presentations that demonstrate their understanding and application of key course concepts.
- Final Assignment: There is 1 (one) Final Applied Emotional Intelligence Portfolio in this course. This assignment is worth 150 points (15% of the final course grade). Students will complete a comprehensive portfolio that demonstrates their understanding and application of emotional intelligence concepts through real-world observation, personal reflection, intentional skill development, and integration of course concepts. The portfolio is designed to encourage authentic learning by connecting emotional intelligence principles to students' everyday experiences and personal growth.

- Applied Assignments/Worksheets: There are 4 (four) Applied Assignments/Worksheets throughout this course. Each assignment is worth 50 points for a total of 200 points (20% of the final course grade). These assignments are designed to help students actively develop and apply emotional intelligence skills in personal and professional settings. Students will analyze behaviors, evaluate emotional responses, and apply course concepts to realistic situations that strengthen communication, decision-making, and self-awareness.

Point Breakdown:

- 1 Required First Assignment: 10 points
- 1 Orientation Quiz: 10 points
- 1 Faith Integration Paper: 100 points
- 2 E.I Self-Assessments @ 10 pts. each: 20 points
- 4 Discussions @ 25 pts each: 100 points
- 4 Discussions Responses @ 25 pts each: 100 points
- 6 Quizzes @ 20 pts each: 120 points
- 2 PPT Assignments @ 100 pts each: 200 points
- 1 Final Assignment: 150 points
- 4 Applied Assignments/Worksheets @ 50 pts. each: 200 points
 - Total: 1,010 points

Grading Scale:

- **A:** 1,010 – 900 points
- **B:** 899 – 800 points
- **C:** 799 – 700 points
- **D:** 699 – 600 points
- **F:** 599 – 0 points

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule

Week	Assignment	Points	%	C.O.
Wk #1				
	Required First Assignment	10	1%	N/A
	Orientation Quiz	10	1%	N/A
	Discussion #1: Why Emotional Intelligence Matters	25	2.5%	#1 & #3

	E.I. Self-Assessment	10	1%	#3
	Quiz #1: Foundations of E.I.	20	2%	#1
Wk #2				
	Discussion #1 Response	25	2.5%	#3
	PPT #1: "My Emotional Intelligence Profile & Growth Plan"	100	10%	#1 & #3
	Quiz #2	20	2%	#1
Wk #3				
	Discussion #2: Emotional Intelligence in High-Stress Situations	25	2.5%	#3 & #4
	Quiz #3	20	2%	#1
	Applied Assignment #1: The Emotional Learning System In Action	50	5%	#3 & #4
Wk #4				
	Discussion #2 Response	25	2.5%	#3
	Applied Assignment #2: Assertive Communication in the Workplace	50	5%	#2 & #4
Wk #5				
	Discussion #3: Emotionally Intelligent Leaders	25	2.5%	#3 & #4
	Quiz #4	20	2%	#1
	Applied Assignment #3: Listening, Empathy, & Decision-Making Practice	50	5%	#2 & #4
Wk #6				
	Discussion #3 Reply	25	2.5%	#3
	Quiz #5	20	2%	#1 & #2
	PPT #2: Emotional Intelligence Training Workshop	100	10%	#2 & #4
Wk #7				
	Discussion #4: Emotion-Driven Consumer Behavior	25	2.5%	#2 & #4
	Quiz #6	20	2%	#1 & #2
	Applied Assignment #4: Workplace Stress Management Consultant	50	5%	#2, #3, & #4
Wk #8				
	Discussion #4 Reply	25	2.5%	#3
	E.I. Self-Assessment	10	1%	#3
	Final Assignment	150	15%	#1, #2, #3, & #4
	Faith Integration Paper	100	10%	#1 & #4
	Total Points:	1,010		

Additional Information

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. I also aim to present

materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each student is able to hear and respect each other. Although, it is critical that each show respect for all worldviews expressed in class, this course is taught primarily from a Biblical worldview that is reinforced by the Word of God. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, you are encouraged to discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.

Although PitchVantage is listed in the required course materials, it will not be used in the 8-week version of this course.

Professor reserves the right to alter this schedule as needed.

Please note: The professor for this class is on Eastern Time zone

Please be sure to ask if you have questions or concerns during this course. Remember that, while you are a student, you are also teaching and learning from your classmates through your education and experiences.

"This class will adhere to zero tolerance for using Artificial Intelligence (Chatbots, etc.) or someone else's work as your own."

"Students are responsible for reading, understanding, obeying, and respecting all academic policies, with added emphasis being placed upon academic progress policies, appearing in the Wayland Baptist University Academic Catalog applicable to their curriculum and/or program of study."