



# EMOTIONAL INTELLIGENCE

## COURSE OUTLINE & CURRICULUM

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# COURSE OVERVIEW



**Course Duration:**  
1 Academic Year  
(2 Semesters)



**Class Duration:**  
1 Session per Week  
(60 Minutes)



**Structure:**  
4 Modules (2 per sem-  
-ester; 1 per quarter)

## Curriculum Framework

- **Emotion-Based Reasoning:** Understand how emotions influence what we see, feel, and decide.
- **Psycho-Neurological Foundations:** Study how emotions work in the body: brain areas like the amygdala and prefrontal cortex, and chemicals like dopamine, cortisol, oxytocin, and serotonin.
- **Case-Based Emotional Analysis:** Analyze real and simulated cases on family, leadership, conflict, and stress. Use emotional intelligence to understand and resolve emotional challenges.
- **Seerah-Centric Emotional Modeling:** Explore the Seerah through psychological, philosophical, political, and character-building lenses to understand emotional responses and personal growth.
- **Model-Based Application:** Apply emotional intelligence models like Goleman's and Mayer-Salovey's. Take EQ tests to assess and track emotional development.
- **Experiential Tasks:** Peer learning, article writing, simulations, campaigns, and emotional profiling tools.

# KSA FRAMEWORK INTEGRATION



**K**

## Knowledge:

- Neurophysiology of Emotions
- Neurochemicals (Dopamine, Cortisol, Oxytocin & Serotonin)
- Emotional Profiling Tools (EQ-i, EQ-360, MSCEIT)
- Seerah-Based Emotional Modeling
- Goleman's Emotional Intelligence Model
- Psychology of Belief, Bias, Trauma, and Motivation

**S**

## Skills:

- Self-Awareness
- Self-Regulation
- Emotional Vocabulary Development
- Social Awareness
- Relationship Management
- Conflict Resolution
- Emotional Profiling & Assessment Interpretation
- Structured Writing

**A**

## Attributes:

- Confidence
- Self-Control
- Emotional Balance
- Integrity
- Empathy
- Resilience
- Patience
- Responsibility

# ACADEMIC YEAR BREAKDOWN



1 2 M O N T H S

S E M E S T E R 1

S E M E S T E R 2

## Quarter 1:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

## Quarter 2:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

## Quarter 3:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

## Quarter 4:



- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

YEAR LONG CAPSTONE PROJECT

# COURSE STRUCTURE



The course follows a **4-stage progression**:

- **The Science of Emotion** – Understanding the neurophysiology, neurochemistry, and biological basis of emotions; exploring how the brain processes emotional data and responds.
- **The Psychology of Emotion** – Investigating the emotional self through the lens of belief, trauma and bias; building emotional awareness and internal mapping.
- **The Application of Emotion** – Developing emotional intelligence skills using Goleman's and Mayer-Salovey's frameworks
- **The Integration of Emotion** – Applying EI in real-world contexts (family, leadership, work); modeling emotional maturity through Seerah modeled behavioral perspectives, structured writing, and reflective case-based learning.



# CURRICULUM



	Module Name	Focus Area	Key Concepts	Learning Outcomes (LOs)
Semester 1	The Science of Emotion	Knowledge + Skills	Explore how brain structure & chemicals shape emotions, fear, & the link between brain “wetware” & mental “software.”	Understand the biological basis of emotion; identify emotional responses in the brain-body system; recognize how fear and stress influence decision-making.
	The Psychology of Emotion	Knowledge + Attributes	Belief systems, trauma, bias, emotional conditioning, emotional triggers	Analyze how psychological frameworks shape emotions; build emotional awareness; identify personal emotional patterns and biases.
Semester 2	The Application of Emotion	Skills + Attributes	Goleman’s model, Mayer Salovey model, emotional profiling tools (EQ-i, EQ-360, MSCEIT)	Apply EI frameworks to manage self and relationships; interpret profiling tools; practice empathy and emotional communication.
	The Integration of Emotion	Knowledge + Skills + Attributes	Case-based projects, roleplays, simulations, group dynamics, Seerah-based character modeling	Apply emotional intelligence in personal, social, and professional contexts through experiential tasks

# CALENDAR



		Module Name	Duration	Key Topics	Learning Outcomes (LOs)
	Module 1	<b>The Science of Emotion</b>	Aug–Oct 2025	Brain systems, limbic response, neurochemicals, stress & fear circuits	Understand how emotions arise from physiological and chemical processes; identify emotional patterns and reactions scientifically
	Module 2	<b>The Psychology of Emotion</b>	Nov–Jan 2025 – 2026	Beliefs, trauma, emotional biases, cognitive distortions, identity	Map emotional beliefs and triggers; analyze personal/emotional history; spot bias and distortion in emotion-formed judgments
	Module 3	<b>The Application of Emotion</b>	Feb–Apr 2026	Goleman’s model, Mayer Salovey framework, empathy, relationship skills	Apply EQ frameworks to self-assessment and communication; build emotional regulation, empathy, and social awareness
	Module 4	<b>The Integration of Emotion</b>	May–Jul 2026	Real-life EI contexts (Seerah, leadership, family, institutions, crisis)	Demonstrate emotional intelligence in real-world domains using practical tools and values-based approaches from Seerah



# ASSESSMENT TECHNIQUES USED



## Formative Techniques:

- 1- Class Feedback:** Peer feedback on writing, presentations, & group collaboration, Student led Discussions
- 2- Think-pair-share:** Peer to peer teaching feedback
- 3- Public Sessions Feedbacks:** Social Media presentations, Public Presentations etc

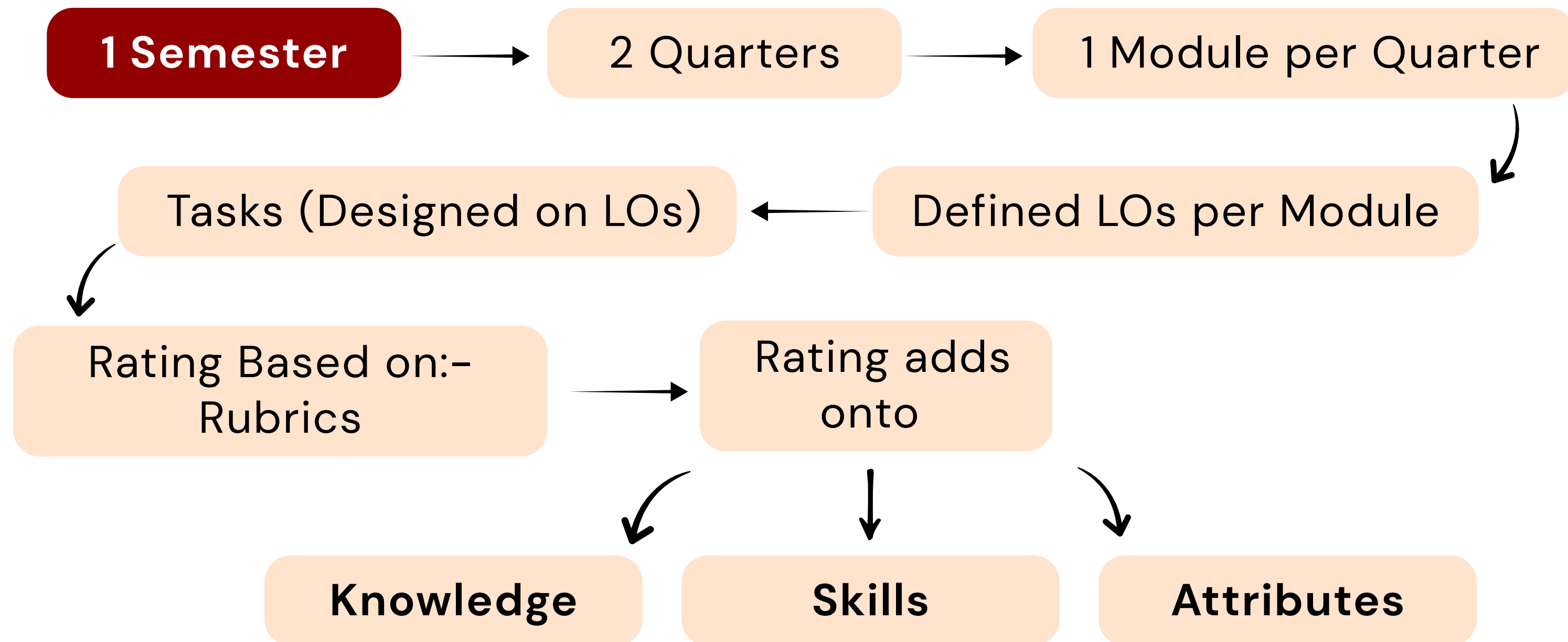
## Pedagogical Approaches:

- 1- Experiential Learning:** Final campaigns, documentary projects, real-world bias analysis
- 2- Simulations:** Departmental simulations (courtrooms, cabinets, Social scenarios, historical scenarios)
- 3- Publications:** Student Portfolio
- 4- Thesis/Dissertations:** Jury review, Oral defence etc

## Summative Techniques:

- |  |  |
|--|--|
| <b>1- Reflective Essay / Paper:</b> Analytical writing | <b>4- Presentations:</b> Class, Social Media, Public Presentations |
| <b>2- Research Project:</b> Data Collection            | <b>5- Campaigning:</b> Documentary, symposium, & campaign          |
| <b>3- Publications:</b> Student Portfolio              | requiring real-world execution                                     |

# HOW WOULD IT WORK?



# MODULE 1 TASKS – THE SCIENCE OF EMOTION



Task	Type	Assessment Technique	Description
1. Brain Systems Map	Group	Summative – Visual Presentation	Build a model or infographic of the emotional brain, present its role in emotional response
2. Fight or Flight Scenario Lab	Individual	Experiential – Case Simulation	Students roleplay or write out reactions to a stress scenario & identify their body's response pattern
3. Emotion vs Feeling Chart	Individual	Formative – Analytical Exercise	Compare & contrast emotions vs feelings; analyze their physiological vs psychological bases
4. Wetware Breakdown Debate	Group	Summative – Team Debate	Debate whether “wetware” limits or expands our emotional potential
5. Neurochemical Misinformation Hunt	Group	Formative – Case-Based Analysis	Analyze ads, wellness trends, or media posts for inaccurate claims about emotions & chemicals
6. Stress Trigger Autopsy	Individual	Formative – Personal Reflection	Reflect on a recent high-stress moment & identify the physiological cascade (adrenaline, heart rate)
7. Fear is a Tool	Group	Experiential – Simulation	Simulate a real-life crisis or challenge (public speaking) & discuss the role of fear in decision-making
8. Chemical Emotion Profiles	Individual	Summative – Presentation	Choose 3 common emotions map their corresponding chemical, physiological, & behavioral footprints

# MODULE 1 TASKS – ON THE CALENDAR



Week	Date	Task Title	Type	Assessment Type
1 to 3	Aug 1 – Aug 21	Brain Systems Map / Neurochemical Misinformation Hunt	Group	Summative – Visual Presentation Formative – Case-Based Analysis
4 to 6	Aug 22 – Sept 11	Emotion vs Feeling Chart / Fight or Flight Scenario Lab	Individual	Formative – Analytical Exercise Experiential – Case Simulation
7 to 9	Sept 12 – Oct 2	Wetware Breakdown Debate / Fear is a Tool Simulation	Group	Summative – Team Debate Experiential – Simulation
10 to 12	Oct 3 – Oct 31	Stress Trigger Autopsy / Chemical Emotion Profiles	Individual	Formative – Personal Reflection Summative – Presentation

# MODULE 2 TASKS – THE PSYCHOLOGY OF EMOTION



Task	Type	Assessment Technique	Description
1. Belief Tree Mapping	Individual	Formative – Visual Reflection	Map a core emotional belief & trace its roots to childhood, family values, or social conditioning
2. The Mask We Wear	Individual	Formative – Reflective Writing	Students reflect on emotional “masks” they wear in public & explore what these hide emotionally
3. Bias Breakdown Case Study	Group	Summative – Group Analysis	Analyze real or fictional case where bias shaped emotional responses, such as racial profiling
4. Trauma Timeline	Individual	Formative – Structured Mapping	Create a trauma timeline to explore how past events leave emotional residue & shape beliefs.
5. Emotion & Identity Debate	Group	Summative – Debate	Teams argue: “Are emotions shaped more by beliefs or biology?”
6. Motivation Profile Diagnostic	Individual	Formative – Self-Assessment	Profile your primary motivators (affiliation, power, etc.) & connect them to recurring emotions.
7. Cognitive Distortions Lab	Individual	Formative – Case Analysis	Identify distorted thinking patterns like overgeneralization or catastrophizing in texts or media
8. Break the Bias	Group	Summative – Campaign Project	Students will run an awareness campaign on emotional triggers, trauma responses, or biases.

# MODULE 2 TASKS – ON THE CALENDAR



Week	Date	Task Title	Type	Assessment Type
13 to 15	Nov 1 – Nov 21	Belief Tree Mapping / Motivation Profile Diagnostic	Individual	Formative – Visual Reflection Formative – Self-Assessment
16 to 18	Nov 22 – Dec 12	The Mask We Wear / Trauma Timeline	Individual	Formative – Reflective Writing Formative – Structured Mapping
19 to 21	Dec 13 – Jan 2	Bias Breakdown Case Study / Cognitive Distortions Lab	Individual/Group	Summative – Group Analysis Formative – Case Analysis
22 to 24	Jan 3 – Jan 26	Emotion & Identity Debate / Break the Bias: Campaign Project	Group	Summative – Debate Summative – Campaign



# MODULE 3 TASKS – THE APPLICATION OF EMOTION



Task	Type	Assessment Technique	Description
1. EQ Self-Assessment Report	Individual	Summative – Profiling Tool	Complete & analyze results from a validated EI tool, followed by personal insight writing.
2. Goleman 4-Core Model Roleplay	Group	Experiential – Role Simulation	Create scenes showing key emotional intelligence skills in action.
3. Emotion Reframe Drill	Individual	Formative – Rewriting Exercise	Reframe a recent emotional event using self-regulation and rational thinking tools.
4. "In Their Shoes" Perspective Walk	Individual	Experiential – Perspective-Taking	Students journal a disagreement from the other person's view, using empathy-building strategies.
5. EQ 360 Peer Review Panel	Group	Summative – Peer Assessment	Students give structured 360° feedback to one another in a rubric-based environment.
6. Mayer-Salovey Model Breakdown	Individual	Summative – Concept Application	Break down the 4-branch EI model & connect each part to a real-life emotional experience
7. Empathy Scenarios Challenge	Group	Formative – Scenario Simulation	Groups solve real-world dilemmas by responding with empathy instead of impulse or bias.
8. Feelings on Air: The EI Podcast	Group	Experiential – Podcast	Students create a mock podcast on an emotional issue (e.g., burnout), applying Goleman's EI model

# MODULE 3 TASKS – ON THE CALENDAR



Week	Date	Task Title	Type	Assessment Type
25 to 27	Feb 1 – Feb 21	EQ Self-Assessment Report / Mayer-Salovey Model Breakdown	Individual	Summative – Profiling Tool Summative – Concept Application
28 to 30	Feb 22 – Mar 13	EQ360 Peer Review Panel / Feelings on Air: EI Podcast	Group	Summative – Peer Assessment Experiential – Podcast
31 to 33	Mar 14 – Apr 3	Goleman 4-Core Model Roleplay / Empathy Scenarios Challenge	Group	Experiential – Role Simulation Formative – Scenario Simulation
34 to 36	Apr 4 – Apr 30	Emotion Reframe Drill / “In Their Shoes” Perspective Walk	Individual	Formative – Rewriting Exercise Experiential – Perspective Taking

# MODULE 4 TASKS – THE INTEGRATION OF EMOTION



Task	Type	Assessment Technique	Description
1. Seerah – Case Analysis	Individual	Summative – Article Writing	Analyze an incident from Seerah focusing on Prophet (PBUH) emotional intelligence
2. Workplace EI Simulation	Group	Experiential – Roleplay	Simulate a workplace conflict or collaboration requiring self-regulation & responsible decision-making
3. EI & Leadership Reflection Panel	Group	Formative – Group Discussion	Reflect on examples of emotionally intelligent vs. emotionally immature leadership across history
4. Family Dynamics Script	Individual	Formative – Scenario Writing	Write a script based on a family tension scenario showing 2 outcomes: 1 with EI & 1 without.
5. Emotional Compass Documentary	Group	Summative – Media Project	Create a short documentary showing EI breakdowns in society & how it can be restructured
6. Emotional Bias in Institutions	Individual	Formative – Case Study	Choose an institution (court, media) & analyze how unchecked emotional biases have led to injustice or miscommunication
7. Public Dialogue Panel	Group	Experiential – Simulation	Host a moderated dialogue simulating differing opinions on a controversial issue, responding with emotional maturity and empathy
8. EQ in Crisis Response Drill	Group	Simulation – Scenario Response	Practice rapid emotional response in fictional crisis events (natural disaster, bullying incident)



# MODULE 4 TASKS – ON THE CALENDAR

Week	Date	Task Title	Type	Assessment Type
37 to 39	May 1 – May 21	Seerah – Case Analysis / The Emotional Compass Documentary	Individual/Group	Summative – Article Writing Summative – Media Project
40 to 42	May 22 – Jun 11	EI & Leadership Reflection Panel / EQ in Crisis Response Drill	Group	Formative – Group Discussion Simulation – Scenario Response
43 to 45	Jun 12 – Jul 2	Workplace EI Simulation / Public Dialogue Panel	Group	Experiential – Roleplay Experiential – Simulation
46 to 48	Jul 3 – Jul 31	Family Dynamics Script / Emotional Bias in Institutions	Individual	Formative – Scenario Writing Formative – Case Study

# HOW WOULD THE TASKS WORK?



## **Assessment Formats Used in the Course:**

- |                   |   |
|-------------------|---|
| 1- Presentations  | 4-Campaign Projects   |
| 2-Research Papers | 5-Simulations Cabinet/courtroom/historical scenario roleplays |
| 3- Debates        | 6-Podcasts  |

## **Each Task is Designed on:**

1. Set Assessment Criteria ( eg. Premise, Evidence, Rationale, Conclusion, Analogy/Case Study)
2. Learning Quotients mapped to EI Standards (Clarity, Accuracy, Relevance, etc.)
3. A rating system (1–10) with performance descriptions
4. A weighted breakdown for scoring with KSA

# ASSESSMENT RUBRIC SHEETS: PRESENTATIONS



Rating Criteria	Weight	Description
Introducing a Concept	20%	Clearly introduces the chosen topic, demonstrates its relevance to contemporary youth or society, and engages the audience with a strong opening.
Teaching the Concept's Basics	30%	Defines key terms and ideas, provides background or context, & shows a sound understanding of the topic's core aspects.
Presenting a Working Model	50%	Presents real-life examples, case studies, or personal reflections that demonstrate how the concept operates in society, with critical insight

**Total = 100%**

Score	Performance Description
1–3	Topic is unclear; missing definitions or real-world connections; lacks structured explanation or relevance
4–5	Topic introduced; some basic explanation and an attempt to connect to reality; limited clarity or depth
6–7	Clear structure & definitions; working model or case study presented with understanding
8–9	Strong delivery, clear definitions, and meaningful real-life application; demonstrates solid command
10	Exceptional clarity, compelling introduction, accurate teaching of the concept, and profound, insightful real-world modeling

## Learning Quotients

Each task supports the development of these standards:

- **Concept Clarity** – Clear articulation of the chosen emotional intelligence theme
- **Relevance** – Topic is timely, youth/socially applicable, and meaningfully researched
- **Perspective Accuracy** – Balanced and well-supported interpretation of psychological models or real cases



# ASSESSMENT RUBRIC SHEETS: RESEARCH PAPERS



Rating Criteria	Weight	Description
Research Question & Relevance	20%	Clearly introduces the research topic with a focused question or thesis. Demonstrates the topic's relevance to emotional intelligence and youth/society
Literature & Conceptual Framework	30%	Explains key EI concepts (e.g., self regulation, emotional profiling, neuroscience) with definitions and background. Integrates credible sources
Application & Analysis	50%	Applies the EI concept through case study, data analysis, or personal reflection. Shows critical thinking and structured interpretation of findings
<b>Total =</b>		<b>100%</b>

Score	Performance Description
1–3	No clear research question; poor definitions; minimal structure; little or no real-world application
4–5	Topic introduced; some definitions present; sources used weakly; basic application attempt.
6–7	Clear thesis & structure; definitions & literature present; a working example included with moderate analysis
8–9	Strong introduction & concept explanation; relevant evidence & strong case application
10	Excellent clarity, academic rigor, model-based teaching, & critical application with deep insight & relevance.

## Learning Quotients

Each task supports the development of these standards:

- **Concept Clarity** – Clear articulation of the chosen emotional intelligence theme
- **Relevance** – Topic is timely, youth/socially applicable, and meaningfully researched
- **Perspective Accuracy** – Balanced and well-supported interpretation of psychological models or real cases



# SAMPLE SCORED SHEET

Criteria	Score	Weight	Weighted Score
Introducing the Concept (Clarity & Relevance	8	25%	1.6
Teaching the Concept's Basics (Understanding & Explanation)	9	30%	2.5
Application of Concept (Real-life Example/Model)	7	50%	3.5
TOTAL			7.8

# KNOWLEDGE, SKILLS & ATTRIBUTES RATING MAP



Domain	Description
Knowledge (K)	Content understanding, research & analysis, neurophysiology of Emotions, neurochemicals (Dopamine, Cortisol, Oxytocin & Serotonin.), emotional Profiling Tools , Seerah-Based Emotional Modeling, Goleman’s Emotional Intelligence Model, Psychology of Belief, Bias, Trauma, & Motivation
Skills (S)	Self-Awareness, Self-Regulation, Emotional Vocabulary Development, Social Awareness, Relationship Management, Conflict Resolution, Emotional Profiling &, Assessment Interpretation, Structured Writing
Attributes (A)	Confidence, Self-Control, Emotional Balance, Integrity, Empathy, Resilience, Patience,Responsibility

**Each task will be evaluated not just by rubric scores, but also how it contributes to these domains**

### Sample Algorithm Structure

Each task is already scored based on rubric (out of 100%). We will now map those rubrics to KSA categories, and apply custom weightage based on task type and learning outcomes



# SAMPLE TASK BRIEF

- **Module:** Module 4: Integration of Emotion
- **Assignment Title:** Seerah Case Study Presentation
- **Type:** Small Group (Group of 5)
- **Assessment Type:** Summative Presentations
- **Duration:** 8–10 minute group presentation
- **Structure:** Introduction to selected Seerah event, Breakdown, Real-life parallel (today's conflict/leadership) & Conclusion
- **Visual Support:** Slides, charts, or posters
- **Sources:** Must include 2–3 Seerah sources
- **Tone:** Academic and reflective

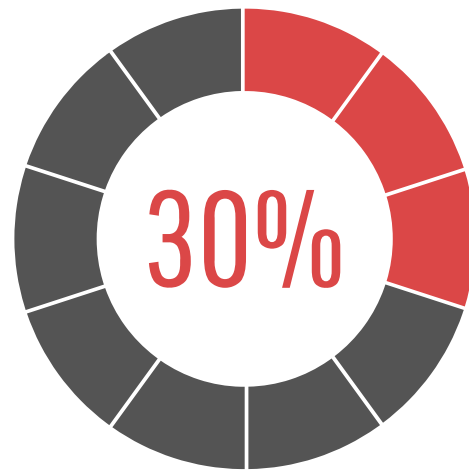
## OBJECTIVE:

Students will identify a scenario from the Seerah (Prophet Muhammad ﷺ's life) where emotional intelligence was demonstrated under social or political pressure. They will break down the event & explain its relevance in today's leadership or conflict settings.

## Learning Outcomes:

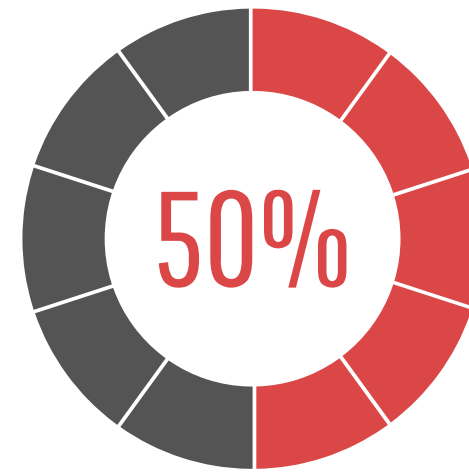
- Analyze Seerah-based examples of emotional intelligence in action
- Demonstrate understanding of social and emotional dynamics under pressure
- Present ideas using clarity, structure, and real-world relevance

# THE ALGORITHM



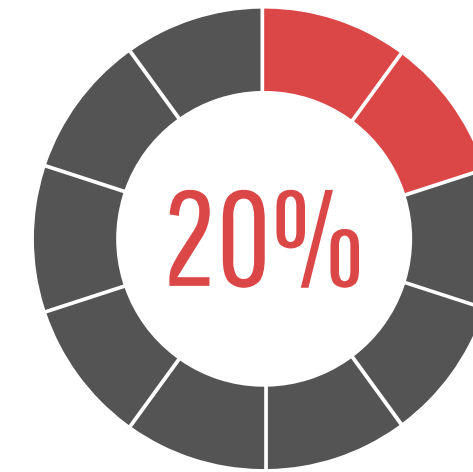
## Knowledge

This task requires sound comprehension of both classical sources and modern psychology. Students must interpret an event meaningfully and translate it through EI concepts.



## Skills

This is primarily a presentation + interpretation task, demanding conceptual mapping and clear communication of emotional intelligence in action



## Attributes

Students must display emotional maturity and thoughtful delivery — essential to embody what they're discussing.



# HOW WOULD THE RATING WORK?

SEMESTER 1 (Contributes 100% to total KSA rating)		SEMESTER 2 (Contributes 100% to total KSA rating)	
Module 1	Module 2	Module 3	Module 4
16 Tasks (Each Task Contributes 5% to total KSA rating)		16 Tasks (Each Task Contributes 5% to total KSA rating)	

Rating will vary based on the type of task. If it is a group task it will have more weightage towards the total