



EMOTIONAL INTELLIGENCE

COURSE OUTLINE & CURRICULUM

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TABLE OF CONTENT



01	Overview & Framework	02	KSA Framework Integration	03	Curriculum
04	Calendar	05	Assessment Techniques	06	Tasks
07	Ratings & Rubrics	08	Sample Task	09	KSA Rating Map

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	The Science of Emotion	Oct-Dec 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	The Psychology of Emotion	Jan-March 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	The Application of Emotion	Apr-June 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	The Integration of Emotion	July-Sep 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

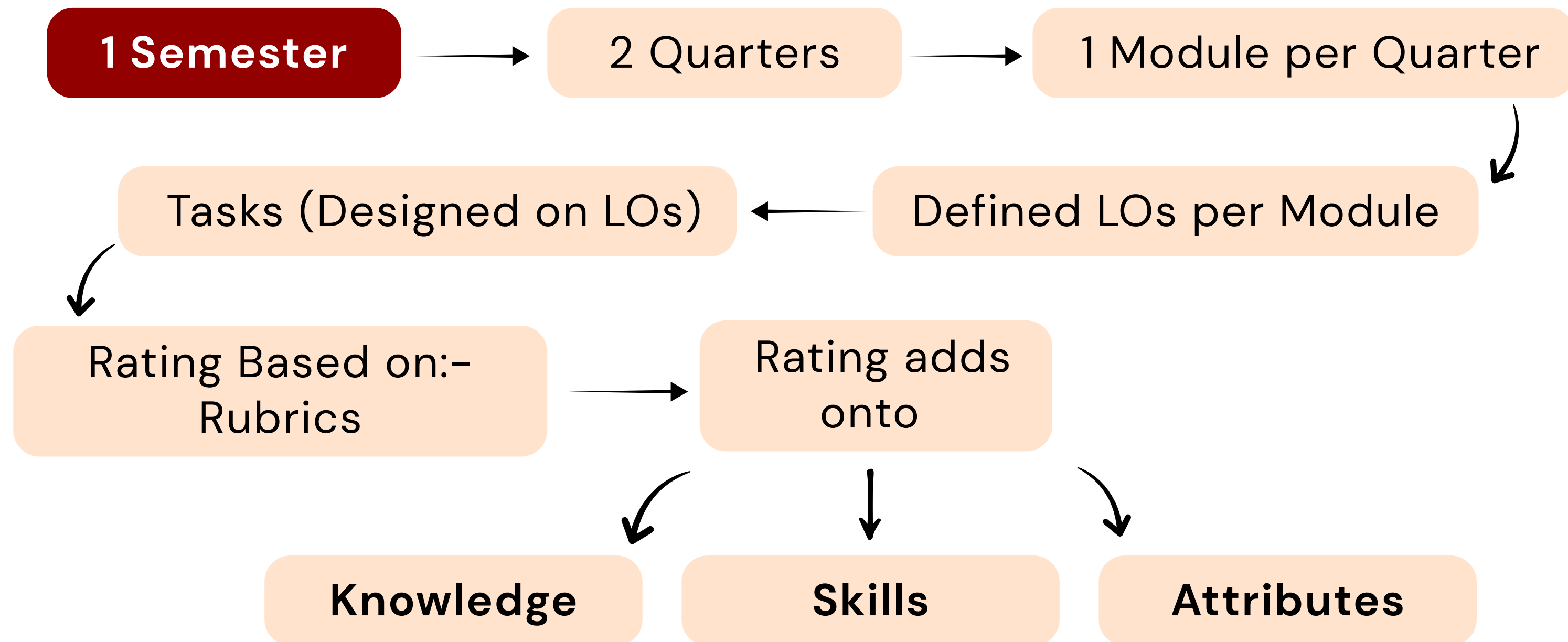
Pedagogical Approaches:

- 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:

- | | |
|--|--|
| 1- Reflective Essay / Paper: Analytical writing | 4- Presentations: Class, Social Media, Public Presentations |
| 2- Research Project: Data Collection | 5- Campaigning: Documentary, symposium, & campaign |
| 3- Publications: 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.
	Group	Summative – Peer Assessment	Students give structured 360° feedback to one another in a rubric-based environment.
	Individual	Summative – Concept Application	Break down the 4-branch EI model & connect each part to a real-life emotional experience
5. EQ 360 Peer Review Panel			
6. Mayer-Salovey Model Breakdown			
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
Total =		100%

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.

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
	Strong delivery, clear definitions, and meaningful real-



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

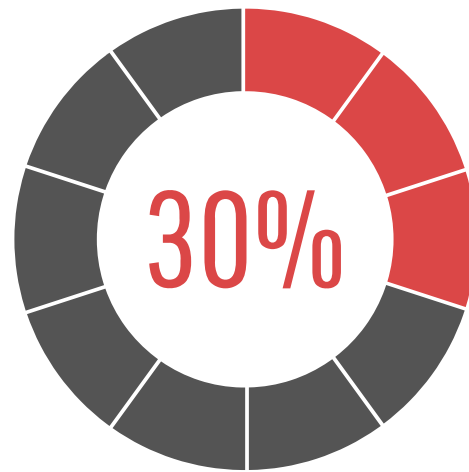
OBJECTIVE:

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:

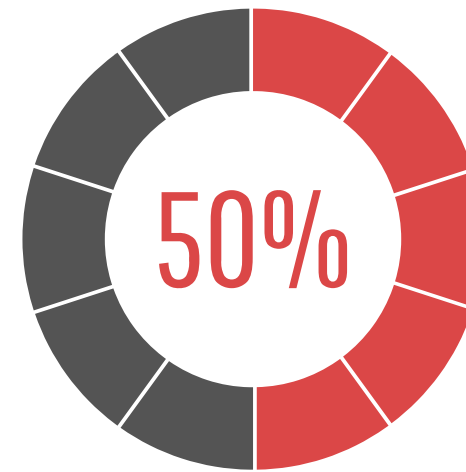
- Analyze Seerah-based examples of emotional intelligence in action
- Demonstrate understanding of social and emotional dynamics under pressure
- Present ideas using clarity, structure, and real-world relevance

THE ALGORITHM



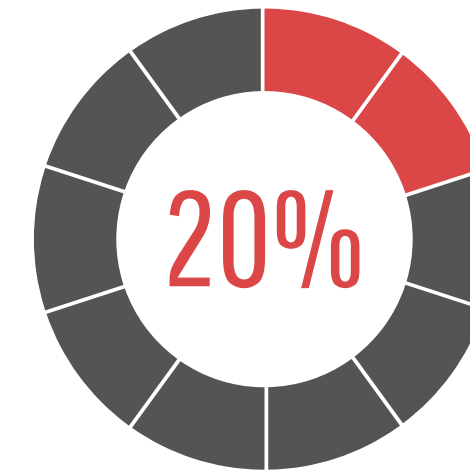
Knowledge

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

