

WEBSTER UNIVERSITY

COURSE SYLLABUS

SOCS 5150.10

William S. Emrick, Ed.D

Self Concept Development

River Heritage

1. **COURSE DESCRIPTION:** Self Concept Development focuses on providing students with the research, history of, and rationale for using principles of self-concept development to work successfully with children in the classroom. The scope of this course includes student understanding of the principles of self-concept development and practical strategies for their use in the classroom. Students, throughout this course, will experience the strategies that they can adopt to work with children's self-esteem and self-concept in their classrooms. This is a hands-on and minds-on course which prepares the teacher to effectively operate professionally and sensitively in the classroom.
2. **LEARNING OUTCOMES:** Students involved in this course will meet the following goals. They will:
 - a. demonstrate understanding of the principles of self-esteem and self-concept development as a teaching tool through class discussion.
 - b. Acquire a repertoire of classroom strategies for positively affecting self-concept development of children.
 - c. demonstrate each strategy with colleagues illustrating their understanding of each strategy.

Missouri Show-Me Standards addressed through outcomes are:

Goal 1: Standards 1(discussion and brainstorming); 2 (student research); 3 (student investigation); 5 (student comprehension of information relevant to strategies); 6 & 8 (discovery and recognition of how strategies relate to each other and how to organize for teaching self-esteem).

Goal 2: Standards 1 & 2 (planning, revising, and making presentations of strategies); 3 (working with others to share information); 4 (reaching conclusions and insights about strategies).

Goal 3: Standards 1, 2 and 3 (Identify and define problems within strategies through research and reflection); 4 & 7 (evaluate solutions introduced through strategies); 5 (demonstrate understanding of the theory behind self-esteem and self-concept

development.

Goal 4: Standards 1 (explain the theory and their interpretation thereof); 5 (develop a Plan for using strategies); 6 (work well within groups demonstrating strategies); 8 (relate the theory learned to the real world of the classroom).

CONTENT STANDARDS ADDRESSED WILL VARY ACCORDING TO THE STRATEGY DEMONSTRATED AND ADOPTED. COMMUNICATION ARTS STANDARDS WILL BE PRESENT IN ALL STUDENT DESIGN PRODUCTS.

3. SCHEDULE OF REQUIRED CLASS READINGS, PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PARTICIPATION, OUT-OF CLASS ASSIGNMENTS AND EXAMS.

-Students are provided with readings and notes during each session.

-Each session will involve one simulation/strategy for student participation and demonstration.

Session 1: lecturette: "Helping Students Feel Capable"; *Personal Strengths and Qualities* strategy

Session 2: lecturette: "Helping Students Feel Capable II"; *Setting Goals* strategy

Session 3: lecturette: "The Building Blocks of Self-Esteem"; *Abilities and Capabilities* strategy

Session 4: lecturette: "The Building Blocks of Self-Esteem II"; *Interests* strategy

Session 5: lecturette: "Self-Esteem and Self-Concept"; *Taking Control and Being Successful* strategy

Session 6: lecturette: "Helping Students Connect"; *Emotions and Behaviors* strategy

Session 7: *Perceptions and Self-Esteem* strategy and *Personal Power* strategy

Session 8: Efficacy – presentation and discussion

Session 9: Personal Power and Values strategies

Session 10 Reviewing and judging the strategies for self-concept development

Student participation is a central focus of this course.

4. RESOURCES: A textbook is not used for this course. However, weekly readings, provided by the instructor, are assigned with required questions for student completion.

4. Evaluation: Students are evaluated as follows:

Attendance - 25% of grade

Class participation and assignments completion - 75% of grade