

In-Service Education
COURSE SYLLABUS

SOCS 5210.01
COURSE NUMBER AND SECTION

Dennis Butts
INSTRUCTOR

Enhancing Student Self Esteem
COURSE TITLE

Fall 1, 2003
TERM

WEBG
SITE

1 credit
CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

This class will help teachers to understand the current research on self-esteem and how to integrate self-esteem development into the existing curriculum. The participants will learn twenty-five practical strategies for enhancing student self-esteem. The participants will learn how to help students overcome fear and negative expectations through the use of positive self-talk and visualization. Learn to build a climate based on trust and to create the conditions for enhancing self-esteem.

2. Learning Outcomes:
(Goals, objectives, course outcomes, etc.)

- Each student will know the research and the relationship between self-esteem and student learning
- Each student will know an eight step model for self-esteem development
- Each student will know the components for enhancing self-esteem
- Each student will have an understanding of the Invitational Education model.
- Each student will learn more than twenty specific processes to enhance self-esteem.
- Each student will learn the role of imagery and positive self-talk in learning.
- Each student will understand the relationship of praise, validation, and negative criticism to self-concept.
- Each student will learn how to provide their student's with purpose.
- Each student will learn how to set and reach goals.
- Each individual will learn how to develop and implement a plan to enhance student self-esteem in their situation

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

MEETING 1:

Goal: Then participants will have and understanding of the research concerning self-concept development and current models of self-esteem development.

The participants will:

1. learn the components of self-esteem.
2. understand an eight step model for creating positive self-esteem in students.
3. know the conditions for enhancing self-esteem for the individuals in a school system including the staff.
4. experiment with twenty practical self-esteem strategies and processes for enhancing student self-esteem.

MEETING 2:

Goal: The participants will learn specific self-esteem strategies and to integrate them into their classroom and curriculum.

The participants will:

1. continue to experiment with self-esteem strategies as indicated in #4 above.
2. assist students to overcome limiting beliefs that lead to failure.
3. enable students to set, redefine, and reach their goals.
4. learn to apply the concepts of small group processes, positive self-talk, and visualization to the enhancement of student self-esteem.
5. be able to apply the use of music to enhance learning.
6. to apply the Invitational Learning model to their situation.
7. learn to use praise and validation to promote positive student self-concept.

Goal: Each participant will learn to select self-esteem processes and to develop a plan to implement those processes in their situation.

The participants will:

1. design and present a project to the class based on their knowledge from the class.
2. develop a plan for then application of self-esteem development within their organization.
3. learn local and national resources for self-esteem development and how to network to continue to learn self-esteem enhancement processes.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Participation - (Participation is not sufficient basis to determine a large portion of the student's grade) -- expected
- b) Class presentation - Each student will design and present a project to the class based on their knowledge from the class.
- c) Plan - Develop a plan for the application of self-esteem development within their organization

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.