

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

International / Intercultural Awareness

Course Number:

HR 5100-491

Course Description:

In this course we will study ways to understand diverse cultures. We will use a multi-disciplinary approach as we look at how cultures are different and what factors contribute to their cultural distinctiveness. As we review other cultures we will use the tools of history, geography, economics, sociology, and other social and physical sciences to understand the why's behind cultural distinctiveness. We will study how to adapt to cultural differences and to work with people from other cultures, both domestically and internationally.

Course Dates:

January 2 - April 30, 2017.

Last day to enroll or drop without penalty: December 4, 2016

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Dr. Tamara Roberson
Mailing Address: Department of Human Relations.
601 Elm Ave
Norman, OK 73019
Telephone Number: (405) 514-5468
E-mail Address: roberson@ou.edu
Virtual Office Hours: Tuesday and Thursday 6:30 – 9:30 PM CST
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Landes, D.S. (1999). *The wealth and poverty of nations: Why some are so rich and some are so poor*. New York: W.W. Norton. ISBN 9780393318883.
2. Materials posted on the OU Canvas system: Access Canvas at <https://canvas.ou.edu>. Enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

You can find an excellent resource on APA style and general academic writing at Purdue University's Owl website located at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:

All official correspondence from distance learning instructors will be sent **only to students' ou.edu address**.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

In this class we will:

- learn about the origins of culture(s);
- recognize and understand the significance and meaning of the expressions of culture (housing, dress, food, language, non-verbal symbols, etc.);
- see how to identify cultural expressions and their meanings in the world around us;
- study processes of transmission of culture;
- observe how old cultural traits often survive even when submerged in new cultural settings;
- understand the different kinds of cultural conflicts and the contexts in which they occur, and how they are resolved;
- become aware of the differences in etiquette in different cultures;
- discover the relationship between culture and identity, and gain appreciation for the importance in people's lives for maintaining culturally rooted self-identity; and,
- become equipped to carry out independent learning so that principles of cultural analysis learned in the class can be applied in future situations in which students may find themselves.

Course Outline:

The goal of the class is to internalize new ways of thinking about cultures and to create a basis for life-long growth in cultural awareness and appreciation. Over the course of the semester you will be expected to complete all assigned reading in a timely fashion. You will additionally be expected to be active participants in class discussions using the discussions forum on D2L and you will complete reflection papers. The course will be divided into modules, each with its own participation assignments.

Assignments, Grading and Due Dates:

Participation assignments:

Over the course of the semester, you will be expected to complete numerous participation assignments. These assignments will ensure that you are staying up-to-date on your reading and will allow you to interact with the material. Given that this is an online course, these participation assignments are an essential aspect of the class and will provide you with an opportunity to communicate both with the instructor as well as with your classmates.

Participation assignments will consist of discussion forum posts and reflection papers. During weeks that discussion forum posts are due, you will be expected to make a posting to the relevant discussion on

Canvas. A framing question related to the material to be covered will be posted. You will be expected to respond to this question as well as to at least **one** of your classmates. Thus, your first post should be a response to the posed question, while your second post should be a **respectful** and insightful response to one of your classmates. The discussion forum will remain open for one week. Please see below for the relevant due dates. You will receive a grade out of 10 for each discussion post you make. **You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.**

Reaction Papers:

You will be expected to prepare four brief papers in response to the assigned material. Your reaction papers should be typed using 12-pt font and standard margins and should be two to three pages long. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked.

You should consider the goal of the chapter author(s) and your reactions to their statements (do you agree or disagree and why?). You should also consider whether the author(s) changed the way you think about the topic, whether you learned something new from the article, how it fits with the rest of what we are learning, etc. The more thorough and thoughtful your paper is, the higher your grade will be.

Reaction papers will receive a grade out of 25.

Late papers will be subject to a 50% grade reduction.

HR 5100: International/Intercultural Awareness - Spring 2017 Due Dates

Specific instructions for each participation assignment, including formatting instructions, can be found on the “Modules” page of Canvas. Please note that all deadlines are 5PM CST.

Week	Topic	Assigned Reading	Assignment	Due Date
Week 1 Jan. 2-6	Course Overview & Getting to Know One Another	NA	Course Begins – Familiarize yourself with the Canvas site for the course Introduction Post	Sunday, Jan. 8 th by 5:00 PM CST
Week 2 Jan. 9-13	<i>The Wealth and Poverty of Nations</i> Intro: Nathan Rothschild’s, What has changed in medicine/hygiene since his death? Video-Over view of Wealth and Poverty Nature’s Inequalities Answers to Geography	Landes (1999) Chapters 1 & 2	Video: YouTube https://www.youtube.com/watch?v=W5EgK9lxcjk	NA
Week 3 Jan. 16-20	<i>The Wealth and Poverty of Nations</i> European Exceptionalism: A Different Path The Invention of Invention	Landes (1999) Chapters 3 & 4	Reaction Paper #1 (you may respond to any topic discussed thus far from chapters 1-4,)	Sunday, Jan. 22 nd by 5:00 PM CST

Week	Topic	Assigned Reading	Assignment	Due Date
Week 4 Jan. 23-27	<i>The Wealth and Poverty of Nations</i> The Great Opening Eastward Ho!	Landes (1999) Chapters 5 & 6	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Jan. 27 th by 5:00 PM CST Post #2 - (Response to a classmate): Sunday, Jan. 29 th by 5:00 PM CST
Week 5 Jan.30 – Feb. 3	<i>The Wealth and Poverty of Nations</i> From Discoveries to Empire Bittersweet Isles	Landes (1999) Chapters 7 & 8	Reaction Paper #2 (over any topic from chapters 5-8)	Sunday, Feb. 5 th by 5:00 PM CST
Week 6 Feb. 6-10	<i>The Wealth and Poverty of Nations</i> Empire in the East For Love of Gain	Landes (1999) Chapters 9 & 10	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Feb.10 th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, Feb. 12 th by 5:00 PM CST
Week 7 Feb. 13-17	<i>The Wealth and Poverty of Nations</i> Golconda Winners and Losers: The Balance Sheet of Empire	Landes (1999) Chapters 11 & 12	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Feb. 17 th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, Feb. 19 th by 5:00 PM CST
Week 8 Feb. 20-24	<i>The Wealth and Poverty of Nations</i> The Nature of Industrial Revolution Why Europe? Why Then?	Landes (1999) Chapters 13 & 14	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Feb. 24 th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, Feb. 26 th by 5:00 PM CST
Week 9 Feb. 27- Mar. 3	<i>The Wealth and Poverty of Nations</i> Britain and the Others Pursuit of Albion	Landes (1999) Chapters 15 & 16	Reaction Paper #3 (over any topic from chapters 9-16)	Sunday, Mar. 5 th by 5:00 PM CST
Week 10 Mar. 6-10	<i>The Wealth and Poverty of Nations</i> You Need Money to Make Money The Wealth of Knowledge	Landes (1999) Chapters 17 & 18	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Mar. 10 th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, March 12 th by 5:00 PM CST
Week 11 Mar. 13-17	Spring Break	NA	Enjoy time with family and friends	NA

Week	Topic	Assigned Reading	Assignment	Due Date
Week 12 Mar. 20-24	<i>The Wealth and Poverty of Nations</i> Frontiers The South American Way	Landes (1999) Chapters 19 & 20	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Mar. 24th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, March 26th by 5:00 PM CST
Week 13 Mar. 27-31	<i>The Wealth and Poverty of Nations</i> Celestial Empire: Stasis and Retreat Japan: And the Last Shall Be First The Meiji Restoration	Landes (1999) Chapters 21, 22, 23	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, Mar. 31st by 5:00 PM CST Post #2 (Response to a classmate): Sunday, April 2nd by 5:00 PM CST
Week 14 Apr. 3-7	<i>The Wealth and Poverty of Nations</i> History Gone Wrong Empire and After Loss of Leadership	Landes (1999) Chapters 24, 25, 26	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, April 7th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, April 9th by 5:00 PM CST
Week 15 Apr. 10-14	<i>The Wealth and Poverty of Nations</i> Winners and....	Landes (1999) Chapter 27	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, April 14th by 5:00 PM CST Post #2 (Response to a classmate): Sunday, April 16th by 5:00 PM CST
Week 16 Apr. 17-21	<i>The Wealth and Poverty of Nations</i> Losers	Landes (1999) Chapter 28	Discussion Forum: <i>The Wealth and Poverty of Nations</i>	Post #1 (Original Post): Friday, April 21st by 5:00 PM CST Post #2 (Response to a classmate): Sunday, April 23rd by 5:00 PM CST
Week 17 Apr. 24-28	<i>The Wealth and Poverty of Nations</i> How Did We Get Here? Where Are We Going?	Landes (1999) Chapter 29	Reaction Paper #4 (over any topic from chapters 17-29)	Sunday, April 30th by 5:00 PM CST

Grading:

This is a letter-graded course: A, B, C, D, or F. A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 60%>. Grades will be weighted in the following manner:

Assignment	Percent of Course Grade
Participation assignments	50%
Reaction Papers	50%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Desire2Learn and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the [Advanced Programs Online Learning Information webpage](#) and click on the applicable semester link under "Online Course Evaluation" which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Tamara Roberson

Education

- 2010 Walden University, Ed. D., Specializing in Administrative Leadership for Teaching and Learning
- 1992 University of Central Oklahoma, M.Ed., School Administration
- 1986 University of Central Oklahoma, B.S., Elementary Education

Current Positions

- 2014 – Present Adjunct Professor, University of Oklahoma, Norman, OK.
- 2012 – Present Principal – Pleasant Hill Elementary, Midwest City-Del City Schools, Midwest City, OK.

Frequently Taught Advanced Programs Courses

Multicultural Issues in Human Relations

Major Areas of Teaching and Research Interest

- Adult & Informal Learning
- Quantitative Research
- Civic Engagement
- Community & Organizational Change

Representative Publications and Presentations

- Roberson, Tamara S. (January, 2014). PreK – 5th Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5th Response to Interventions (RTI), Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (2012). *Riley's Race*. Philadelphia, PA: Xlibris Corporation
- Roberson, Tamara S. (2010). The relationship between principal personality type and elementary school student achievement. MI: UMI
- Roberson, Tamara S. (September, 2010). Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement, part 2: Setting the stage for learning: anticipatory set. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Lead and learn presentation to mid-del association of elementary principals: Coaching cycle: Diagnose – teach objectives, assess, gather results, adjust instruction; start over. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (April, 2009). Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (December, 2008). Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Climate of high expectations for all students in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Intergrading math and children’s literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Implementing policies and procedures: ensuring quality time on task. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). School improvement: make and take ideas for using differentiated instruction in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2008). Strategies for enhancing reading for students with English as a second language. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). School improvement strategies for improving AYP scores on state testing. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2007). School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Strategies for teacher using data driven instruction to re-teach PASS skills not mastered on benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). No child left behind: expectations of 2014 and strategies to achieve the demands. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Edusoft training for teachers to use computerized data for benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Using vertical team meetings with special teachers to collect data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (December, 2006). In-service for the classroom teachers role in adhering to DHS regulations. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). API in-service: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Seven correlates of effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Epperly’s recipe for success: strategies to closing the achievement gap using our school data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (May, 2006). Using discussion and data to assign students to next year’s teachers. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2006). Following up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Follow up on benchmark data for the higher achieving students. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

Representative Honors and Awards Received

- Who’s Who Among American Young Women of America (1997).
- Midwest City – Del City Schools Service Award (May, 2006).
- Recognized by Midwest City – Del City Schools for Mastery and Understanding of the Effective School Correlates (2009-2010).
- Recognized by Midwest City – Del City Schools for the MVP Award (2009-2010).

Major Professional Affiliations

- Council Member, Governor Fallin’s Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principal’s – 2008-2010
- Chairman, Safe & Healthy School Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Title I Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Professional Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Staff Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del Discipline Committee, Mid-Del Schools, 1997 - Present
- Committee Member, Technology Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del School Calendar Committee, 1990 - Present
- Committee Member, Mid-Del Schools School Improvement Committee 1997 - Present
- Committee Member, Mid-Del Schools Elementary Curriculum Council 1988 – 1997
- National Association of Elementary School Principals (NAESP)
- Mid-Del Association of Elementary School Principals (MDAESP)
- Association of Supervision and Curriculum Development (ASCD)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma Association of School Administrators (OASA)
- National Association for the Education of Young Children (NAEYC)
- American Educational Research Association (AERA)
- National PTA