



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## HR 5100-490: International/Intercultural Awareness

### 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:

May 1 – June 30, 2019

Last day to enroll or drop without penalty: April 2, 2019

### 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](mailto: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  
Email Address: [tamara.s.roberson-1@ou.edu](mailto:tamara.s.roberson-1@ou.edu)  
Virtual Office Hours: Monday, Tuesday and Thursday from 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). 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/>

### **OU Email:**

All official correspondence from 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](mailto: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 Canvas 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:**

#### **Checking Canvas**

All communication and information provided regarding assignment due dates for this course will take place via Canvas. Regular updates and relevant information regarding the course will be posted to the "headlines" page on Canvas (that is the main page you access when you first log on). This will include assignment due dates, module-specific information and updates. In order that you ensure that you do not miss any new information of relevance to the course, you will be responsible for checking the "headlines" page **at least once each week.**

All course content and materials will be accessed via the Canvas site under the "content" tab. Required readings and assignments will be organized on Canvas under the weekly modules. There will be a

separate module for each week of the course. Finally, all assignments are due in the “relevant” drop box. **Please note that all deadlines for assignments are 5:00 p.m. CST.**

### **Weekly Participation Posting Assignments: (10 points each)**

Over the course of the semester, you will be expected to **complete six participation assignments.**

Your first post will be to introduce yourself to the class. I would like to know what your major is, what year you are in, why you were interested in this course, and what your eventual career goals are. You can, of course, share more information if you would like. This initial posting will be worth 10 points.

Participation 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 respond to a weekly topic framing question(s) listed in Canvas, no later than Wednesday at 5:00 PM CST.

Please be sure to search for current events in the form of videos, articles, etc. that are relevant to our weekly topics to share with our class. Reading current events with a critical eye is vital to enhancing awareness and defeating narrow-mindedness. Current events can assist us in our understanding of the diverse cultures we are studying both domestically and internationally.

Current events can be beneficial to our class as we work together to better understand the sociocultural aspects of other countries, discover effective ways to resolve human relation problems when individuals from several cultures interact. Having an appreciation for current events is a key step toward self-empowerment, advancement and awareness.

You will then be required to respond to at least **two** of your classmates post no later than Sunday by 5:00 pm CST of each week.

Thus, your first post should be a response to the posed questions, while your second and third post should be a **respectful** and insightful response to two of your classmates. The weekly discussion forum will remain open for one week. Relevant due dates will be posted in Canvas. You will receive a grade out of 10 points for discussion post.

Please address each question using 1-2 paragraphs. A paragraph should be comprised of at least 5 sentences. Utilize course material to support your statements which requires the use of a list of references at the end of your original post.

**You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.**

### **Reaction Papers: (30 points each)**

You will be expected to prepare three reaction papers using APA guidelines. Your reaction papers should be typed using 12-pt font, 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.

#### **Expectations (Rubric) for Reaction Papers, discuss the following:**

- The goal of the chapter(s)
- The author(s) and your reactions to their statements (do you agree or disagree and why?)
- Whether or not the author(s) changed the way you think about the topic
- Did you learned something new from the readings
- How this article 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 paper must be submitted through canvas and ‘Turn It In’.** Papers that are emailed, rather than submitted through Canvas will not be accepted and will receive a “0”.

**Five points will be deducted for each day that a paper is late.**

APA Reminder: Before turning in papers please make sure you refer to your APA Manual (6<sup>th</sup> edition) for proper formatting and specific instructions on how to cite sources as well as referencing them in your papers. If you do not have a current version of the APA Manual, the OWL at Purdue (link listed below) has some information as well as examples on how to cite as well as how to format papers.

<https://owl.english.purdue.edu/owl/resource/560/25/> (Links to an external site).

### Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignments	Points for Course Grade	Due Date
Attendance- Weekly Discussion Postings & Class Contribution	6 @ 10 points = 60 points	May 5-8-15-29, June 5-19
Reaction Papers	3 @ 30 points = 90 points	May 26, June 16-30
Total Points:	<b>2 Assignments</b>	<b>150 Points</b>

**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 Canvas 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 Canvas, 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 Incomplete 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).

## **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](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](mailto: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
- Cultural Diversity in Human Relations

#### Major Areas of Teaching and Research Interest

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

#### Representative Publications

- Roberson, Tamara S. (March, 2018). Grant Writing: Grant writing resources and advice on writing school and classroom grants. Midwest City, Oklahoma.
- Dyer, Kari B. & Roberson, Tamara S. (November, 2017). Working Together: Building a positive school culture. Oklahoma School Counselors Association Annual Conference, Broken Arrow, OK.
- Roberson, Tamara S. (January, 2014). PreK – 5<sup>th</sup> Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5<sup>th</sup> 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

#### Representative Presentations

- Roberson, Tamara S. (October 2018- May, 2019). Facilitator /Trainer – Preparing the assistant principal: Are you ready for your building assignment? Professional Development, Midwest City – Del City Schools Administration, Oklahoma
- Roberson, Tamara S. (September, 2010). Presenter - Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - 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). Presenter - Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - 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). Presenter - Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). Presenter - How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Presenter - Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Presenter - Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Presenter - 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). Presenter - Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Intergrading math and children’s literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Implementing policies and procedures: ensuring quality time on task (QTA) Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). Presenter - 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). Presenter - 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). Presenter - Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Presenter - Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). Presenter - 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). Presenter - School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.



- Roberson, Tamara S. (September, 2007). Presenter - School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Presenter - 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). Presenter - No child left behind: expectations of 2014 and strategies to achieve the demands mandated. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - 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). Presenter - 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). Presenter - Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Presenter for 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). Presenter - Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Presenter – Academic Performance Index (API) in-service for teachers: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter - Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter – Research on effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Presenter – A 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). Presenter - 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). Presenter for follow up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Presenter for 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 & Committees

- Mid-Del School Foundation Board Ex-Officio Member, 2018-2019
- Grant Committee Member, Greatest Stories Never Told: Fly with Banning traveling Exhibition, 2017-2018
- Program Committee Member, Pleasant Hill Elementary Black History Program: The Hallelujah Flight, 2015
- 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)