AFACCT
Association of Faculties for Advancement of Community College Teaching

22ND Annual Conference
Association of Faculties for Advancement of Community College Teaching

Program of Peer Presentations

Engaging the New Community College Student Demographic: The Challenges Faculty Face

January 5 and 6, 2012

Hosted by Montgomery College, Rockville, Maryland
51 Mannakee Street, Rockville, MD 20850

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final edition

From your AFACCT Coordinator,
Welcome to the twenty-second annual AFACCT conference. Since AFACCT was founded 28 years ago, it has served as a venue for full and part-time faculty to come together for professional development. This year is no exception with over 100 peer presentations including seven poster presentations. Supported by the Academic Vice Presidents and Deans, AFACCT provides an opportunity for faculty from Maryland's sixteen community colleges to share their knowledge, research and expertise.

Presentations this year will address the theme of the new community college demographic. Due to the changing student demographic, faculty are facing classrooms with 3 or 4 generations of students. Also, as in the past, the conference is hosting two state-wide meetings: the Developmental Education Association of Maryland (DEAM), and the Maryland Mathematics Association of Two-Year Colleges (MMATYC). The Conference takes place on January 5 and 6, 2012, and is hosted by Montgomery College's Rockville Campus.

The keynote speakers have always been an important part of every AFACCT conference, and this year continues that tradition.

On Thursday, January 5, 2011, the first day of the conference, our keynote speaker is **Dr. DeRionne Pollard,** president of Montgomery College.

The keynote speaker for Friday, January 6, is **Dr. Rebecca (Becky) Cox,** author of *The College Fear Factor: How Students and Professors Misunderstand One Another* (Harvard University Press).

The presentations and poster displays described in this program will give all faculty members -- beginning instructors as well as veteran professors -- some exciting new ideas for how to reinvigorate their teaching as they begin the spring semester 2012.

Best wishes for a successful academic year,
Coleen Weil, AFACCT Coordinator

Our Goals: The Facts about AFACCT…

The Association of Faculties for the Advancement of Community College Teaching is an association of and for Maryland community college faculty members. It was established in 1984 with the following goals:

- to provide opportunities for professional growth and development of members of Maryland community college faculty by the effective use of statewide resources;
- to foster and improve teaching excellence by promoting the sharing of ideas, instructional materials and strategies;
- to maximize the impact and effectiveness of available funds for professional development;
- to open new lines of communication among faculty members with similar disciplines and interests;
- to sponsor discipline and cross-discipline conferences;
- to publish a directory of faculty members in the Maryland Community Colleges; and to promote the exchange of faculty among Maryland Community colleges.

AFACCT's decisions are made by the Board of Representatives consisting of one voting member from each Maryland community college who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

The AFACCT Board of Representatives: 2011-12	
Allegany	
Anne Arundel	Gretchen Mester, Economics
Baltimore City	Grace E. McNeal, Nursing
Carroll	Alan Bogage, Library Director, English Adjunct
Cecil	Alketa Gjikuria, Mathematics
Chesapeake	Stan Kajs, Humanities (AFACCT Assistant Coordinator)
Baltimore County - Catonsville	Nelda Nix-McCray, Sociology
Baltimore County - Dundalk	George Mateja, Biology
Baltimore County - Essex	Rosemarie Cramer, Management
Frederick	Maria Ammar, English
Garrett	Jeff Reitz, Mathematics
Hagerstown	Paul Jozik, Physics (AFACCT Treasurer)
Harford	Orlando Correa, Psychology, Behavioral, and Social Sciences
Howard	Russ Baker, Mathematics
Montgomery - Germantown	Jon Frederick Kressig, Health/Physical Education
Montgomery - Rockville	William Coe, Mathematics
Montgomery - Takoma Park/Silver Spring	
Prince George's	Solomon Gebru, Biology
Southern Maryland	Kathleen Lauber, Biological and Physical Sciences Richard J. Siciliano, Languages & Literature (AFACCT Webmaster)
Wor-Wic	Coleen Weil, Nursing, (AFACCT Coordinator) Deana Kenney, Nursing
Maryland Council of Community College Chief Academic Officers	Debra Tervala (M4CAO Liaison), Vice President of Academic Affairs, College of Southern Maryland

Conference Notes…

Keynote speakers: On day #1 (January 5, 2012), Dr. DeRionne Pollard, President of Montgomery College will be the keynote speaker. On day #2 (January 6, 2012), Dr. Rebecca (Becky) Cox will be available for a discussion immediately following her keynote address.

Poster/PowerPoint/Web Site Displays: As in past AFACCT conferences, Poster Sessions and Displays are scheduled together in SW 038. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 2) from 11:40 a.m. – 12:50 p.m., and again on Friday morning (Sessions 6) from 11:40 a.m. – 12:50 p.m.,

Publishers Textbook Display: Several publishers are displaying textbooks for community colleges in several disciplines. AFACCT wishes to thank Pearson Publishing, Inc. and McGraw Hill Publishing for their continued support of our conference and particularly for its sponsorship of the conference breakfasts.

Meals: Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering great food service included in the cost of registration, with healthy choice options for both breakfasts and hot lunches.

Meetings of Maryland Educational Organizations: On both days, in conjunction with the AFACCT Conference, several Maryland organizations are holding meetings for their members:

- **DEAM:** The Executive Board of the Developmental Education Association of Maryland will meet on Friday, January 6. (Room SW-105). Contact Carla Parrish-Ward, president@mddeam.org for more information.
- **MMATYC**: The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 5, at 1:50– 4:20 p.m. (Room SW-105). Contact Donna Sperry, MMATYC president, for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet during the conference.

Conference Giveaways and Door Prizes: At every AFACCT conference, almost every attendee leaves winning a door prize. AFACCT will be giving away theater tickets, books, and other merchandise from Maryland community colleges. Each day, winners will be drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Visit the Registration desk to see if you are a winner, and pick up your prize before you leave for the day.

Unclaimed prizes on Thursday will be re-entered for the Friday drawing. Some of the premium prizes are listed on the Donor Page at the end of this program.

Presenter Gifts: Each main session presenter and up to two additional co-presenters are entitled to a gift in appreciation for the work done to prepare their presentation. Visit the Registration Desk after your presentation.

Conference Evaluation: To enable the AFACCT Board of Representatives to continue to offer quality conferences, please fill out a conference evaluation, along with individual evaluations for each session you attend. At the end of the conference, hand in your evaluations at the Registration Desk (Theater Arts Building) and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better.

The AFACCT Mug: What has become inevitable at each annual conference is the coveted AFACCT beverage mug. Every conference attendee gets one, so ask for yours at the Registration Desk when you hand in a conference evaluation form.

Vintage AFACCT mug, circa 1994

A campus map of Montgomery College - Rockville appears at the back of the printed program available at the conference.

Parking: Park in the lots reserved for and marked by "AFACCT" signs

Science West (SW)
Presentation classrooms

Theater Arts
Conference Registration, Breakfast, & Lunch

Cafeteria
Overflow lunch area

Computer Science (CS)
Presentation classrooms

Robert Parilla Performing Arts Center
Keynote addresses

Elevators are in each building, as marked on the maps at the end of this program.

Conference Program at a Glance

Thursday, January 5, 2012

8:00 a.m. - 9:30 a.m.		Registration and breakfast (Theater Arts Building)		
Session 1 Presentations		Subject/Discipline	Presenter	Room
9:00 a.m. – 10:10 a.m.	1.1	Student Development	Anagnoson	SW-03
	1.2	English Comp & Speech	Petrides	SW-09
	1.3	Political Science & History	Duray	SW-10
	1.4	ESOL	Foss	SW-11
	1.5	Computer Science	Hawkins	SW-12
	1.6	Mathematics	Abromaitis, Munongo	SW-14
	1.7	Mathematics	King, Jones	SW-16
	1.8	English, Humanities	McClean	SW-40
	1.9	Fine Arts	Prince	SW-105
	1.10	Applied Tech/Architecture	Steiner	SW-111
	1.11	Higher Education	Annink	SW-114B
	1.12	Physical Science	Barbour, Casey, Lou…	SW-114-C
	1.13	Business	Batra, Buck	SW-127
	1.14	Sociology	Bryant	SW-134
Thursday, January 5, 2011 10:20 a.m. -11:30 a.m. Robert Parilla Performing Arts Center		• Welcome – Dr. Coleen Weil, AFACCT Coordinator • Welcoming remarks and introduction of key note speaker, Dr. Judy E. Ackerman, Montgomery College-Rockville, Provost • **Keynote address: Dr. DeRionne Pollard,** President – Montgomery College		
Session 2 Presentations		Subject/Discipline	Presenter	Room
11:40 a.m. – 12:50 p.m.	2.1	Psychology	Bagshaw	SW-03
	2.2	English	Quarg	SW-09
	2.3	Tech. Reading, Writing,Spn	James	SW-10
	2.4	Business Management	Madden, Boreland, W..	SW-11
	2.5	Mathematics	Bathula	SW-12
	2.6	Reading & English	Gertz, Dunn	SW-14
	2.7	Mathematics	King	SW-16
	2.8	Business Law	Brown, Johnson	SW-40
	2.9	Biology	Billeter	SW-105
	2.10	Developmental Educ.	Wittig	SW-111
	2.11	Distance Education	Dubins	SW114-B
	2.12	Health/Nursing	Miller	SW-114-C
	2.13	Higher Education	Campbell	SW-127
	2.14	Transitional Mathematics	Jones, Mueller	SW-134

11:40 a.m. – 12:50 p.m.		***POSTER SESSIONS…***		All
	2.A	Biology	Reynolds	Posters in
	2.B	Sociology	Nix-McCray	SW-038
	2.C	Sociology	Madron	
	2.D	Math, Engineering, Robotic	Kaye, Liu	
	2.E	History	Karmel	
	2.F	Biology	Cosgrove, Rinaldi, Ah..	
	2.G	Biology	Chatmon, Cosgrove	
Lunch: 1:00 p.m. – 1:45 p.m. Theater Arts Bldg. & Cafeteria		**During lunch, conference participants are invited to meet with teaching colleagues.**		
Session 3 Presentations		Subject/Discipline	Presenter	Room
1:50 –3:00 p.m.	3.1	Sociology	Bryant	SW-03
	3.2	CANCELLED		SW-09
	3.3	Information Technology	Chaney	SW-10
	3.4	Art & Design	Ciccarelli	SW-11
	3.5	Library	Cone	SW-12
	3.6	CANCELLED		SW-14
	3.7	Education	Dodson	SW-16
	3.8	Teacher Education	Garrett, Hadley	SW-40
	3.9	MMATYC Meeting	Sperry	SW-105
	3.10	English/Children's Lit	Gottschall	SW-111
	3.11	Biology	Kabrhel, Gorski, Lath...	SW-114-B
	3.12	Nursing	Kenney	SW-114-C
	3.13	English/Literature	Link, Kibler	SW-127
	3.14	Spanish	Bruneau-Botello, Facci	SW-134
	3.15	Education	Switlick	CS-128
Session 4 Presentations		Subject/Discipline	Presenter	Room
3:10 p.m. – 4:20 p.m.	4.1	Physics	Jozik, Naugle	SW-03
	4.2	Computer Science	Cross	SW-09
	4.3	English	Horvath, Cripps, et al.	SW-10
	4.4	Chemistry	Kahn	SW-11
	4.5	Art History	Langley	SW-12
	4.6	English/ESL	Lo, Strongson-Aldape	SW-14
	4.7	Education/Psychology	Bigham	SW-16
	4.8	Business	Mathias, Hoxter	SW-40
	4.9	MMATYC Meeting	Sperry	SW-105
	4.10	English	Mincey	SW-114-B
	4.11	CANCELLED		SW-114-C
	4.12	Psychology	Perez	SW-127
	4.13	Sciences/Biology	Davis	SW-134
Friday, January 6, 2012				
8:00 a.m. - 9:30 a.m.		**Registration (Theater Arts Building, Lobby) Breakfast**		
Session 5 Presentations		Subject/Discipline	Presenter	Room
Friday, 9:00-10:10 a.m.	5.1	Anatomy & Physiology	Swanson, Derasse	SW-03
	5.2	Business Management	Berry	SW-09
	5.3	Composition & Literature	Yoo	SW-10
	5.4	English	Rusnak, Campbell	SW-11
	5.5	Art History/Appreciation	Rock	SW-12
	5.6	English	Rai	SW-14
	5.7	Sociology/Education	Parsons, Barr, et.al.	SW--16
	5.8	Accounting	Gandy	SW-40
	5.9	Mathematics	Brown	SW-105
	5.10	English/ESL	Bronstein	SW-111
	5.11	Math & Science	Tupper, Leitherer	SW-114-B

	5.12	Mathematics	Evans	SW-114-C
	5.13	Chemistry, Biology, Physics	Mintz, Kehnemouyi…	Science Center Atrium
	5.14	Nursing	Myers	SW-134
	5.15	English Lit & Composition	Mishou	SW-127
Friday, January 6 10:20 a.m. -11:30 a.m. Robert Parilla Performing Arts Center		Welcome, introduction of the keynote speaker by Dr. Coleen Weil, Coordinator of AFACCT. **Keynote address: Dr. Rebecca (Becky) Cox**, author of *The College Fear Factor: How Students and Professors Misunderstand One Another* (Harvard University Press).		
Session 6 Presentations		Subject/Discipline	Presenter	Room
Friday, 11:40 a.m.-12:50 p.m.	6.1	Allied Health & Nursing	Young	SW-03
	6.2	Computer Science	Lizmi, Solomon	SW-09
	6.3	Mathematics	Stiffler	SW-10
	6.4	Literature & Composition	Riley	SW-11
	6.5	Computing/Tech Studies	Sagi	SW-12
	6.6	Mathematics	Sandruck, Tokoly	SW-14
	6.7	Geospatial Applications	Jeffrey, Alvarez	SW-16
	6.8	Accounting	Sengamalay	SW-40
	6.9	DEAM Meeting	Parrish-Ward	SW-105
	6.10	Environmental Science	Shrader	SW-111
	6.11	Biological Sciences	Stavely	SW-114-B
	6.12	Fine Art	Venne	SW-114-C
	6.13	Chemistry	Stemmle	SW-127
	6.14	Q & A with Dr. Becky Cox	Siciliano	Parilla
	6.15	History	Whitney	CS-017
Friday, 11:40 a.m.-12:50 p.m.		***POSTER SESSIONS…***		All posters in SW-038
	6.A	Biology	Reynolds	
	6.B	Sociology	Nix-McCray	
	6.C	Sociology	Madron	
	6.D	Math/Engineering	Kaye, Liu	
	6.E	History	Karmel	
	6.F	Biology	Cosgrove, Rinaldi,…	
	6.G	Biology	Chatmon, Cosgrove	
Lunch: Theater Arts Bldg. & Cafeteria 1:00 p.m. – 1:45 p.m.		**During lunch, conference participants are invited to meet with colleagues teaching in their respective academic disciplines.**		
Session 7 Presentations		Subject/Discipline	Presenter	Room
Friday, 1:50 –3:00 p.m.	7.1	English/ESL	Bronstein	SW-03
	7.2	English/Composition	Becker	SW-09
	7.3	Dev. Reading & English	Robinson	SW-10
	7.4	Business & Economics	McGee	SW-11
	7.5	English/History	Weber	SW-12
	7.6	Information Systems	Weil-Yates	SW-14
	7.7	Nursing	Wilson	SW-16
	7.8	English/Communications	Wilson, Cordova	SW-40
	7.9	Math & Statistics	Wood	SW-105
	7.10	Mathematics	McCullough	SW-111
	7.11	Mass Communications	Brown	SW-114-B
	7.12	Education/Math/Science	Poese	SW-114-C
	7.13	Dev. Reading & Writing	Catalfamo Fee	SW-127
	7.14	Social Sciences/History	Whitney	CS-017
	7.15	Hospitality/Marketing	O'Rourke	SW-134

Program of Peer Presentations

Day 1: Thursday, January 5, 2012
Sessions 1: 9:00 a.m. – 10:10 a.m.
For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 1.1 (Room SW-03)

William Anagnoson, Student Development, Montgomery College, Willeth704@verizon.net

Boosting Brain and Memory Power through Simple Techniques and a Healthier Life Style

Participants will learn simple memory techniques together with guidelines for a healthier lifestyle to boost memory power. Handouts and worksheet exercises will be used.

Session 1.2 (Room SW-09)

Bette Petrides, English composition & Speech, Montgomery College,
Bette.petrides@montgomerycollege.edu

Making Stone Soup: Working with Diversity to Create Success in English Classes

Demographic diversity has encouraged new solutions to old teaching problems. "Making Stone Soup" offers examples of successful techniques for solving some of these problems and creating a classroom that encourages student responsiveness.

Session 1.3 (Room SW-10)

Diane Duray, Political Science and History, Howard Community College, dcduray@msn.com
Co-Presenter**: Katherine D.J. Lloyd**, kallo1@morgan.edu

The Fulbright Experience

The Fulbright Experience: Fulbright opportunities for Community College faculty and the Fulbright-Hays Group Projects Abroad. Using the Fulbright experience to enhance teaching methods in the global age of education.

Session 1.4 (Room SW-11)

Heather Foss, ESOL, Community College of Baltimore County, hfoss@ccbcmd.edu

Pedagogical Strategies for Teaching Non-Native English Speakers in Any Discipline

In your classes, do you have any students who speak a language other than English at home? Would you like to improve these students' chances for academic success? Come see model lessons and learn best practices for teaching immigrants in any content area.

Session 1.5 (Room SW-12)

Lisa Hawkins, Computer Science, Frederick Community College, lhawkins@frederick.edu

Engaging Students with Clickers

You have heard about clickers, but what are they and why should you consider using them? Join us for a fun and engaging presentation covering the benefits of using clickers (aka, course response systems), clicker options, and how to create clicker questions. Participants will have the opportunity to use clickers during this interactive presentation.

Session 1.6 (Room SW-14)

Kate Abromaitis, Mathematics, Community College of Baltimore County, sabromaitis@ccbcmd.edu

Co-Presenter: **Nadette Munongo**, CCBC-Mathematics, Nmunongo@ccbcmd.edu

AMP up your Math Courses: CCBC's Accelerated Math Program

A discussion of successful techniques from CCBC's combined curriculum classes. Examples will be drawn from the school's pilot Basic Math/Introduction to Algebra and Intermediate Algebra/College Algebra courses. The presenters will discuss: Arranging and integrating a successful, combined curriculum; grading; success rates; special considerations when executing an accelerated curriculum; student profiles; and future considerations.

Session 1.7 (Room SW-16)

Supawan King, Mathematics, Harford Community College, sking@harford.edu, Co-Presenters: **Chris Jones,** cjones@harford.edu

Accelerating the Path to Degree Completion and Increasing Retention Through STEM Scholars Step-Up Bridge Program

For the past 3 years, Harford Community College has offered the STEM Scholars Step-Up Bridge Program to incoming freshmen majoring in STEM. The presentation will outline the development of the program, report on the retention and success of students, and highlight acceleration through core mathematics courses. The math acceleration component highlights collaboration between developmental and college level math divisions. Student feedback and future plans for the program will also be presented. The audience will learn about the effectiveness of a targeted summer bridge program in terms of student retention and success.

Session 1.8 (Room SW-40)

Sally McClean, English, Humanities and Social Studies, Montgomery College – Germantown
sally.mcclean@montgomerycollege.edu

Teaching Tolerance in Wartime and the White House Faith Initiatives for Service Learning in Community Colleges

Incorporating International Peace and Justice and Tolerance of Faiths in the classroom is my interest. I am a member of the 3 campus Peace and Justice Studies Community of Montgomery College as well as a member of the White House Faith Based Initiatives from the Germantown Campus. Service learning will be encouraged as part of my English course by the help of Student Life.

Session 1.9 (Room SW-105)

Steve Prince, Fine Arts, Montgomery College, Steve.Prince@montgomerycollege.edu

Visual Text in the Multi-Lingual Classroom: The Visual Arts

In this session participants will be exposed to methods of utilizing the visual arts as a tool to convey information pertaining to various subjects and disciplines within the modern class that is multilingual and predominantly comprised of visual learners. In this session participants will be exposed to strategies to utilize various thematic art pieces that address history, literature, music, popular culture, sociology, ethics, theology, etc. The visual arts can be used as a platform to engage the class in discussions and exercising critical thinking skills. Join us for this exciting, and challenging exploration of the arts as teaching tool!

Session 1.10 (Room SW-111)

Randy Steiner, Applied Technologies/Architecture, Montgomery College, randy.steiner@montgomerycollege.edu

Experiencing Architecture – Learning to Look Beyond

How does one teach about "Architecture" in 15 weeks to budding architects who are majors, pragmatic construction students who are required to take the course, and curious non-majors who need an elective? How does one enjoy the fun of design, the attention to details, and the challenge to create a floor plan for a building program to students from diverse cultures? Mix a variety of assignments, lecture formats, physical experiences, and the Internet as a resource and add 24 students. Join us in a mock class and give it a try.

Session 1.11 (Room SW-114B)

Carol Annink, Teaching and Learning in Higher Education, Montgomery College Carol.annink@montgomerycollege.edu

Ethnic Identity: The Benefits of Code-switching for Students and Faculty

In this workshop participants will be introduced to the concepts of double consciousness, code-switching, and biracial identity of (faculty and) students. Through active learning activities participants will discover how this concept is relevant for successful teaching and learning in the multicultural classroom.

Session 1.12 (Room SW-114C)

Jason Barbour, Physical Science, Anne Arundel Community College jpbarbour@aacc.edu, Co-Presenters: **Kirsten Casey**, Chemistry, Anne Arundel Community College kacasey@aacc.edu, **Jill Loukides**, Biology, Anne Arundel Community College, jaloukides@aacc.edu, **Benjamin Weibell**, Biology, Anne Arundel Community College, bjweibell@aacc.edu

Getting Your Students To Care About and Enjoy Science

Would you like to see your students smile while they describe science concepts to others? How can we best inspire the next generation of future scientists? You can do both at once! Host a science night where your students find fun demonstrations and activities to share with elementary and middle school children.

Session 1.13 (Room SW-127)

Anjula Batra, Business, Howard Community College, abatra@howardcc.edu, Co-presenter: **David Buck**, Director of eLearning, Howard Community College, dbuck@howardcc.edu

Boosting Student Engagement and Retention Through Required Asynchronous Video Discussions

Community college students, in both online and face-to-face courses, lose the benefits of community often found more easily in live-in college communities. With the use of a next-generation learning management system like Instructure Canvas, faculty are able to merge various forms of media to increase faculty-student and student-student interaction outside of the classroom. One way to increase student engagement and interaction outside of the classroom is by requiring asynchronous video discussions, assignments and interactions in which students respond to one another via use of a web cam. In this session we will share information about our choice of and immigration to Canvas as well as ways in which we use multimedia interactions to enhance learning.

Session 1.14 (Room SW-134)

Maria Bryant, Sociology, College of Southern Maryland, mariab@csmd.edu

Assessing Student Learning

This presentation explores the Scholarship of Teaching and Learning (SoTl) as it relates to assessing student learning in the social sciences, with a special focus on sociology.

Day 1 Keynote Address: 10:20– 11:30 a.m.
Robert Parilla Performing Arts Center

Keynote Address by:

DeRionne P. Pollard, Ph.D
Montgomery College President

As president of Montgomery College, Dr. DeRionne P. Pollard is committed to empowering students to change their lives and enriching the life of the community. Montgomery College, one of largest undergraduate institutions in the state of Maryland, serves nearly 60,000 credit and noncredit students annually at its three campuses.

Dr. Pollard assumed leadership of Montgomery College on August 2, 2010, following a national search by the College's Board of Trustees. One of her top priorities was to spearhead the creation of new Montgomery College mission, vision, and values statements. Other priorities include working with the College community to create an inclusive, participatory governance system.

Dr. Pollard is passionate about increasing student completion and seeking innovative ways to boost student success. At her inauguration, she launched the Innovation Fund, a grant program that encourages College faculty and staff to develop creative initiatives to enhance student success.

During 2011, Dr. Pollard helped break ground on a new Bioscience Education Center on the College's Germantown Campus. The site will feature a future Life Sciences Park to complement an existing county-operated business incubator. Additionally, she dedicated the new Science Center on the Rockville Campus, which houses the largest community college engineering program in the country and science laboratories.

Dr. Pollard has been active in developing and strengthening partnerships. She serves on two commissions at the American Association of Community Colleges (AACC): the 21st Century Commission on the Future of Community Colleges and the Commission on Academic, Student, and Community Development. Dr. Pollard is a member of the Advisory Board for O.P. Jindal Community College (India).

Dr. Pollard formerly served as president of Las Positas College in Livermore, California. Her community college career began at College of Lake County (Ill.) as a faculty member in English. After several progressive administrative positions, she was selected as the vice president of educational affairs, where she served until her appointment at Las Positas College.

Dr. Pollard received her Ph.D. in educational leadership and policy studies in higher education from Loyola University Chicago and her M.A. and B.A. in English from Iowa State University.

Day 1: Thursday, January 5, 2012
Sessions 2: 11:40 a.m. – 12:50 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 2.1 (Room SW-03)

Joanne Bagshaw, Psychology, Montgomery College, joanne.bagshaw@montgomerycollege.edu

Mindful Learning: Contemplative Practices into the Classroom

Contemplative pedagogy helps students find a balance between learning from third person thinking and first person investigations. Being able to apply what is being learned supports a deeper understanding of the concept being taught. Contemplative pedagogy also teaches students reflective, concentration and mindfulness skills. This presentation will offer a discussion on contemplative practices, and how to integrate them into classroom pedagogy. We will explore contemplative practices that are suitable for a variety of academic disciplines.

Session 2.2 (Room SW-09)

Patrice Quarg, English, CCBC – Catonsville, pquarg@ccbcmd.edu

Jumping into the Pool: Immersive/Experiential Learning

This session will examine ways in which students benefit from experiential and immersive learning. I have found in my 23 years of community college teaching that students learn best when they are immersed in one theme or topic throughout the semester. Reading a number of texts related to one topic, and then doing field research on aspects of that topic, is the best way for the student to both attain the skills needed to complete the objectives of my courses and to retain the information afterwards. We will discuss various themes (Civil War; Native Americans & white settlers; the environment; slavery) that I have used in my composition courses with considerable success. We will then open the session to suggestions and ideas from all participants.

Session 2.3 (Room SW-10)

Katherine James, Tech. Reading, Writing and Spanish, Montgomery College, Katherine.james@montgomerycollege.edu

Languishing in Language Anguish

Are you ever frustrated by the deficiencies or the uneven preparation that many students bring into our classes of various disciplines? This seminar seeks solutions to the challenge of providing instruction at the college level to students whose language skills need strengthening in order to improve their comprehension and writing skills. We will diagnose the obstacles; we will discuss possible causes; out of the causes we

will generate possible solutions; we will create action plans with rubrics to empower our students academically and to make our job a bit easier.

Session 2.4 (Room SW-11)

Elaine Madden, Business Management, Anne Arundel Community College, etmadden@aacc.edu
Co-Presenters: **Veronica Boreland**, AACC Employment Services, vboreland@aacc.edu , **Janice Watley**, AACC Student Achievement and Success Program, jdwatley@aacc.edu

Preparing for Corporate Success: From College to Your Career

Are today's Millennials ready to enter the workforce? Do they have the business etiquette and personal presentation skills needed to succeed on the job? College to your Career is a seminar conducted in partnership with the Employment Services at the Career and Transfer Resource Center (CTRC), Business Management department and Student Achievement and Success Program (SASP) at Anne Arundel Community College. This full day event highlighted workplace readiness and students participated in a business attire demonstration (interview, daily dress and business casual) for their peers.
Discover the steps necessary to produce a successful conference for students as they transition from "College to Career."

Session 2.5 (Room SW-12)

Alexander Bathula, Mathematics, Montgomery College, Alexander.bathula@montgomerycollege.edu

Solving Cubic and Quartic Equations: Methods and Examples

Instructors of Pre-Calculus courses have to teach solving 3rd, 4th, 5th degree polynomial equations. Historical background of the methods developed compared to the methods used now to solve such equations, along with examples, will be presented.

Session 2.6 (Room SW-14)

Jennifer Gertz, Reading and English, Carroll Community College, jgertz@carrollcc.edu
Co-Presenter: **Jennifer Dunn**, jdunn@carrollcc.edu

Strategies to Promote Persistence and Retention in Developmental Reading and English Courses

This presentation will highlight strategies the Transitional Studies and Academic Services Department at Carroll Community College has implemented into its transitional reading and English courses in an effort to promote student success. This will include ideas about learning communities, support services, service learning, and course structure. This session will also include an opportunity to brainstorm and discuss additional ways to utilize research-based strategies into developmental/transitional courses.

Session 2.7 (Room SW-16)

Supawan King, Mathematics, Harford Community College, sking@harford.edu

Enhance Calculus Concepts with Writing

In this presentation, the speaker will share the incorporation of writing in the Calculus I course using two different approaches, a group project based on a math article and weekly lab reports. The results of both approaches show improvement in both math and writing skills. The presentation content includes the course management, grading criteria, and student feedback.

Session 2.8 (Room SW-40)

Ajile Brown, Business Law, Howard Community College, ajilebrown@howardcc.edu

Co-Presenter: **Marlene A. Johnson,** Business and Computer Systems, Business Law, Howard Community College, marleneajohnson@marleneajohnsonlaw.com

Teaching Out of the Box: Tools for Preparing, Engaging and Empowering Students for Academic Success

In today's fast paced society, it is difficult to teach using traditional methods. Participants will learn out of the box strategies and techniques that will aid them in presenting textbook concepts in order to excite, engage and empower students to academic success.

Session 2.9 (Room SW-105)

Paul Billeter, Biology, College of Southern Maryland, paulb@csmd.edu

TED: Super, Engaging, Entertaining, Free Guest Lectures for Your Online 101 Courses

No single addition to my freshman level introductory courses, both traditional and online, has been more widely praised by students than my use of TED lectures. Come see one and discuss the possibilities for your students; useful for almost any discipline.

Session 2.10 (Room SW-111)

Diane Wittig, Developmental Education, Carroll Community College, dwittig@carrollcc.edu

Directing Learners In Connecting With Their Resources: Assisting Students in Becoming Resourceful and Successful Students Without Sacrificing Course Content

Are you frustrated by your students not taking advantage of all their resources, saying one thing about the value of their education-but doing something else, not demonstrating a quality work ethic, lacking consistent "do" strategies in their student repertoire, missing the instructional/assessment link, and simply not being resourceful learners? Learn some informal instructional tweaking tips that will support your students in becoming efficient, effective, resourceful, successful learners and that will minimize your disappointment and frustration throughout the semester.

Session 2.11 (Room SW-114-B)

Bobbi Dubins, Distance Education, MarylandOnline/Certificate for Online Adjunct Teaching Project
bdubins@allegany.edu

MarylandOnline's Certificate for Online Adjunct Teaching (COAT)

MarylandOnline's Certificate for Online Adjunct Teaching (COAT) project is an inter-institutional project designed to provide quality training for experienced higher education instructors who wish to transition to teaching online. Based upon research, the nine week COAT course was designed by an inter-institutional team of instructional designers, faculty, and distance learning professionals. Originally designed for adjunct faculty, most of the course content is also relevant to full time faculty. The presentation will cover key features of the course, competencies covered in the course, course evaluation results, and availability of the course.

Session 2.12 (Room SW-114-C)

Rose Miller, Health/Nursing, College of Southern Maryland, rosem@csmd.edu

Best Practices in BB for Student Success

If you want to get your students' attention and have them ACTUALLY study your content materials, you will want to attend this presentation. Best practices will be covered for developing assignments as well as how to present your materials for the online student.

Session 2.13 (Room SW-127)

Daphnie Campbell, Higher Education, Frederick Community College, Daphnie.campbell@gmail.com

The Effortless Change in Students and Faculty within Education

It sounds impossible but that's what education reveals. Education is the seed that can change your life. Most people view change as a difficult, painful, and labor-intensive process. To their way of thinking, it takes a huge amount of effort to change their thoughts, actions, and circumstances. Due to this, change is something they resist. During this seminar, I want to share with you some truths about measuring up as educators and leaders that will totally transform the way we understand and approach educational change. Internal change (attitude, thoughts, and expectations), reality (truth), attention focus (students need instruction and impartation), transformation (teaching experiences/mind renewal), relationship (student/classes), and get happy ("let your smile be heard through your voice/teachings").

Session 2.14 (Room SW-134)

Chris Jones, Transitional Mathematics, Harford Community College, cjones@harford.edu
Co-Presenter: **Carol Mueller**, Transitional Mathematics, Harford Community College, cmueller@harford.edu

Add to Your Students' Algebraic Wealth using Portfolios

Are your algebra students unorganized? Do they lack time management skills? Do they forget what they learned last week? Two members of the HCC Transitional Mathematics program will present portfolio materials targeting growth in personal management skills as well as content retention. Assessment methods will also be included.

PowerPoint–Poster–Website Displays
Thursday, January 5, 2012
11:40 a.m. – 12:50 p.m.

The following poster sessions are scheduled together in SW-038. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 2 (Thursday) from 11:40 a.m. – 12:50 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:50 p.m.

Session 2A: POSTER SESSION (SW-038)

David Reynolds, Biology, Carroll Community College, dreynolds@carrollcc.edu

Taking Learning into the Field

The poster session will show how to progressively build students' learning through linking classroom lectures, online learning, lab exercises, and field trips culminating to student driven research projects. The Fundamentals of Biology 2 course at Carroll Community College is taught as a hybrid course meeting once a week for lecture and lab. The course employs classroom lecture, online activities, case studies, laboratory exercises, trips to regional science museums, botanical gardens, and a zoo, and a field research project at a local nature center. The on-line components interconnect lectures, field trips, and lab activities to direct student learning and build experience. See how those experiences, such as data collection and a statistical analysis of the data, are incorporated into student driven research projects.

Session 2B: POSTER SESSION (SW-038)

.**Nelda Nix-McCray,** Sociology, Community College of Baltimore County, nnix@ccbcmd.edu

Managing Multiple Roles: Work and Family Life in the Community

With the increasing responsibilities associated with work and family, how can community college faculty and administrators successfully manage the roles of these domains? Can we have it all? Come take a look at current research in the area of work-family relationships.

Session 2C: POSTER SESSION (SW-038)

Daniel Madron, Sociology, Hagerstown Community College, djmadron@hagerstowncc.edu

Experiencing Sociology through Community Service

Community Service not only provides individuals in need with services and goods they may not have access to, it also provides students with an opportunity to experience cultures and social phenomena that they may not otherwise encounter. Additionally, it allows sociology (and probably other fields) instructors to relate course material to the real world. Community service is an excellent source of the application of course material.

Session 2D: POSTER SESSION (SW-038)

Michael Kaye, Math, Engineering, Robotics, Baltimore City Community College, mkaye@bccc.edu

Co-Presenter: **Yun Liu**, Math, Engineering, Robotics, Baltimore City Community College, yliu@bccc.edu

Developing a Robotics Technology Curriculum at an Urban Community College

Baltimore City Community College was awarded an Advanced Technology Education grant from the National Science Foundation to develop a Robotics Technology Curriculum. The poster presentation will showcase the successful efforts of the grant project including: (a) developing a unique robotics technology associated degree program, (b) setting up a state of the art robotics laboratory, and (c) recruiting high school students, especially underserved and minority students, into the program.

Session 2E: POSTER SESSION (SW-038)

James Karmel, History, Harford Community College, jkarmel@harford.edu

Maryland History Group

This poster will introduce AFACCT participants to a new professional organization: the Maryland History Group (MHG). The Maryland History Group will provide a forum for educators to share ideas, network and promote history education in community colleges and elsewhere. It will focus on the use of new media for history instruction, oral history, public history, student research and the innovative use of primary sources for history instruction. The Maryland History Group is open to all educators who teach history, related disciplines or incorporate history into their instruction in any form.

Session 2F: POSTER SESSION (SW-038)

James Cosgrove, Biology, Montgomery College, Jim.cosgrove@montgomerycollege.edu

Co-Presenter: **Alex Rinaldi**, Biology, George Washington University, rinaldi1990@hotmail.com

Alfiya Ahkmed, Biology, Montgomery College, aahkmed@montgomerycollege.edu, **Orion Dye,** biology, University of Maryland, oriondye@hotmail.com

Engaging Community College Students in Biological Research. Use of Mammalian Tissue Culture to Teach Research Techniques to Students

This poster session details the use of mammalian tissue culture techniques to provide research opportunities for our students who are interested in biological research. We describe the equipment and the supplies

needed. We discuss the mammalian cell lines that our students are using and we present some data from their initial research activities.

Session 2G: POSTER SESSION (SW-038)

Samuel Chatmon, Biology, Montgomery College, Samuel.chatmon@montgomerycollege.edu

Co-Presenter: **James Cosgrove,** Biology, Montgomery College, Jim.cosgrove@montgomerycollege.edu

Use of the* GNB1 *Gene to Introduce Molecular Biology Techniques to Students

We are interested in teaching the basic techniques of molecular biology to the students in our Molecular Cell Biology course (BI230). This poster provides the details of a laboratory exercise that we have developed, which makes use of the *GNB1* (guanine nucleotide binding protein 1) gene combined with mammalian tissue culture to teach students about PCR (polymerase chain reaction) and DNA sequencing. The exercise also represents an opportunity for the students to analyze both the genomic sequence and the protein sequence of the gene using a number of bioinformatics tools from the National Center for Biotechnology Information (http://www.ncbi.nlm.nih.gov/), the European Bioinformatics Institute (http://www.ebi.ac.uk/), and the UCSC Genome Bioinformatics (http://genome.ucsc.edu/) websites. Furthermore, they will be able to analyze the gene across species, for the cell lines and tissues that we use are derived from rat, mouse, Chinese hamster, Mongolian gerbil, and human (cheek cells).

Lunch is in the Theater Arts Building
Thursday, 1:00 – 1:45 p.m.

During lunch, conference participants are invited to meet with teaching colleagues.

Day 1: Thursday, January 5, 2012
Sessions 3: 1:50 p.m. – 3:00 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 3.1 (Room SW-03)

Maria Bryant, Sociology, College of Southern Maryland, mariab@csmd.edu

Microagressions In The College Classroom

This presentation explores microaggressions or those commonplace daily verbal, environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory and negative connotations across race, gender, sexuality, nationality, age, and other form of identity. Microaggressions are often unintended and may include forms of microassaults, microinsults, and microinvalidations. Suggestions regarding education and the classroom environment will be discussed.

Session 3.2 (Room SW-09)

CANCELLED

Session 3.3 (SW-10)

Margaret Chaney, Information Technology, Carroll Community College, mchaney@carrollcc.edu

Social Media: Engaging Students Using Web 2.0 Tools

The new community college student is comfortable with interactive social learning activities; however, as faculty it is challenging to learn these tools and integrate them into our curriculum. Social Media tools allow students to interact with one another as well as provide students with active and visual learning. Tools such as Twitter, Facebook, Windows Live, Glogster, Diigo, Wikis and Blogs can be implemented in any subject area. Gain hands on experience, and learn how these tools have been integrated into curriculum.

Session 3.4 (Room SW-11)

Deborah Ciccarelli, Art & Design, Community College of Baltimore County, dciccarelli@ccbcmd.edu

Multi-Purposing Blogging Platforms for the Classroom or your Department

Online blogging tools can be used for much more than a journal. They provide easy to use tools for class updates, group collections or projects, or even an accessible and searchable library of resources. Blogs are a free tool that anyone with basic web and file management skills can learn to utilize. Sites can be viewed and managed from almost anywhere and appeal to the online generation.

Session 3.5 (Room SW-12)

Vicki Cone, Librarian, Anne Arundel Community College, vdcone@aacc.edu

Preserving One's Sanity as an Embedded Librarian

Being involved in a number of online classes as a librarian who provides library instruction and assistance to students can be a bit overwhelming. Student's need help to know what to look for, where to look for it, how to find it, how to choose appropriate resources, and how to cite it properly. This presentation will demonstrate some techniques to manage these pieces so that students are served promptly and effectively and the librarian does not lose her mind in the process. Participants will have an opportunity to interact by sharing their practices and asking questions throughout. Many of the suggestions will be useful for anyone teaching online.

Session 3.6 (Room SW-14)

CANCELLED

Session 3.7 (Room SW-16)

Yvette Dodson, Education, College of Southern Maryland, ydodson@csmd.edu

The Brain, Your Student, and the Big Picture

How does our brain process new information and store it? Learn how new neural pathways are created. Explore brain based strategies that facilitate learning at various ages and stages of our growth and development as learners. Discover why certain strategies work for different age groups and how to apply that knowledge towards classroom instruction.

Session 3.8 (SW-40)

Barbara Garrett, Teacher Education, Anne Arundel Community College, bsgarrett@aacc.edu

Co-Presenter: **Beth Hadley**, Instructional Specialist/Student Advisor, bbhadley@aacc.edu

Meeting the Needs of the Millennial Student Through Student Clubs: The Success of the Student Education Association

This presentation explores the characteristics of the millennial student and how their needs can be met through active involvement in student clubs. Students develop leadership skills and an understanding of the importance of community involvement. The Student Education Association acts as a model that can be replicated throughout community colleges.

Session 3.9 (Room SW-105)

Donna Sperry, Mathematics, MMATYC Meeting, DonnaS@csmd.edu

MMATYC Annual Business Meeting

This is the annual business meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). All faculty, whether you are a member or not, are welcome to attend. *This meeting will continue into session 4 in the same room.*

Session 3.10 (SW-111)

Sarah Gottschall, English Composition/ Children's Literature, Prince George's Community College, gottscsd@pgcc.edu

ALP English at Prince George's Community College: Reflections on the Pilot Semester

In the Accelerated Learning Program (ALP), students in a pre-composition English course co-enroll in English Composition (EGL 1010). PGCC offered this course for the first time during the fall semester of 2011, and this presentation will address why PGCC chose to pilot this program, how the course was designed, how students were selected for the course. The presentation will also discuss which teaching strategies worked well – and which didn't – as well as possible directions for future sections of the course.

Session 3.11 (Room SW-114-B)

Stephen Kabrhel, Biology, The Community College of Baltimore County, skabrhel@ccbcmd.edu

Co Presenters: **Ewa Gorski**, CCBC, Biology, egorski@ccbcmd.edu, **J. Ellen Lathrop-Davis**, CCBC, Biology, elathrop@ccbc.edu

Improve Your Study Skills to Complete

Are you frustrated with 200 level students that lack study skills? Do they have skills that just don't work? Do you teach an online or hybrid/blended science course? This presentation will highlight a variety of strategies to increase students' awareness of study skills and techniques related to successful completion of both traditional and web-based 200-level science courses. Techniques can be used across a broad spectrum of disciplines and will include student advising, take-home exams, pre-test quizzes, and classroom and online interactive activities

Session 3.12 (Room SW-114-C)

Deana Kenney, Nursing, Wor-Wic Community College, dkenney@worwic.edu

Teaching and Learning Through Reflective Practice

The ability for nursing students to make clinical judgments requires the skill of reflection. The concept of reflection can be identified as a key element in critical thinking, problem solving, and effective decision making. The aim of reflection is to turn each significant experience into a learning process. We will discuss what it means to be a reflective practitioner; how reflective practice affects the way we think about our careers, our profession, and our teaching modalities. The discussion will outline reflective teaching methods and strategies with a focus in the nursing discipline. Walk away with many innovative tools and resources in utilizing creative communication media in the digital age.

Session 3.13 (Room SW-127)

Barbara Link, English and Literature, College of Southern Maryland, balink@csmd.edu

Co-Presenter: **Wendy Kibler**, College of Southern Maryland, WendyK@csmd.edu

Teaching Creative Writing to the Incarcerated Population

Barbara and Wendy will present their Adjunct Certification Keynote Project that involved teaching creative writing at the local detention center. The program was well-received by the detention center staff and the inmates, too. We started with poetry. Using poetry as a method to teach basic parts of a sentence, we moved on to students writing their own poetry, and finally short stories. The goal is to help these students pass their GED written exam, and hopefully, become community college students and successful members of society!

Session 3.14 (Room SW-134)

Ivonne Bruneau-Botello, Spanish, Montgomery College,
Ivonne.bruneau-botello@montgomerycollege.edu
Co-Presenter: **Fabian Faccio**, Spanish, Montgomery College, Fabian.faccio@montgomerycollege.edu

Engaging Community College Students and Faculty: Understanding Students with Learning Disabilities

This session will provide practical activities and an open forum to promote success for all world language learners. We will focus on individual needs of students with learning disabilities, highlighting techniques for self-monitoring and encouraging autonomy.

Session 3.15(Room CS-128)

Diane Switlick, Education, Montgomery College, diane.switlick@montgomerycollege.edu

Student Centered Teaching Tools

Participants will experience active learning and highly engaging instruction during the session and explore how to employ these instructional techniques to actively involve their own students during classroom instruction. Participants will analyze and link the research based for active learning strategies and decide which strategies are most compatible with their content area.

Day 1: Thursday, January 5, 2012
Sessions 4: 3:10 p.m. – 4:20 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 4.1 (Room SW-03)

Paul Jozik, Physics, Hagerstown Community College, pjozik@hagerstowncc.edu
Co-Presenter**: Robert Naugle**, Adjunct Physics Lab Instructor, Hagerstown Community College
rhnaugle@hagerstowncc.edu

The Power and Dangers of Graphical Interpretation of Data

The presenters will use computer software including MS Excel to demonstrate ways in which data from various areas of study can be analyzed using graphical interpretation to arrive at a mathematical formula that models the behavior of the data. The usefulness of such models will be discussed along with the dangers associated with the possible overconfidence in the mathematical model resulting in unrealistic expectations.

Session 4.2 (Room SW-09)

Darlene Cross, Computer Science, Community College of Baltimore County, dcross@ccbcmd.edu

"The Neglected Majority 2011"

Tired of spending ALL your time on the "bad" students and having to learn how to "deal with the bad" students? This workshop will show you how to deal with the "good" students. This workshop will address "the neglected majority" as described by Dale Parnell in his 1985 publication of the same title. The primary focus here is the "neglected majority", the middle quartile of students. Strategies discussed include building learning communities among students at the community college level so they do not feel isolated, incorporating team work in classes for collaborative projects and cooperative skills, and forming teams among students for extracurricular academic competitions.

Session 4.3 (Room SW-10)

Steve Horvath, English, Howard Community College, shorvath@howardcc.edu

Co-Presenters: **Laura Cripps**, lcripps@howardcc.edu, **Sylvia Lee**, sylvialee@howardcc.edu, **Juliette Ludeker**, jludeker@howardcc.edu, **Amy Chase Martin** ACMartin@howardcc.edu

Learning Spaces: Envisioning the Classroom for the 21st Century

Howard Community College has embarked on a Learning Studio Research Program to involve faculty in the design process for a radically flexible classroom and to explore new modes of collaborative learning. HCC's Learning Studio is providing faculty with insights on the connection between learning spaces, technology, and teaching; and it is providing administration with the opportunity to assess new equipment and furniture to inform future classroom design. Participants in the first semester's pilot will share what they are learning from the project.

Session 4.4 (Room SW-11)

Raza Khan, Chemistry, Carroll Community College, RKhan@carrollcc.edu

Engaging both the Millennial and Non-Traditional Students via the Online Tools

It is essential to have all types of our students engaged in our classes. We, as faculty, have to work with diverse student population especially when using online tools that are available to us. It is essential that such online tools should neither be a burden nor a learning curve experience for the faculty. During this presentation, a faculty member will show how it is possible not only to have the students "wired" but also have it to the benefit of students' success!

Session 4.5 (Room SW-12)

Julia Langley, Art History, Montgomery College, Julia.langley@montgomerycollege.edu

Full Color Literacy: The Importance of Understanding Images in the Internet Age

Study after study shows that students are reading less and spending more time looking at photos, videos,

and films on their computers, where they are constantly being bombarded with commercial, political, and religious images. Who is teaching students how to navigate these images and decipher what they see? For the community colleges to truly prepare a 21st century workforce, the integration of visual literacy into the curriculum is essential.

Session 4.6 (Room SW-14)

Sheba Lo, English/ESL, Anne Arundel Community College, Slo1@aacc.edu

Co-Presenter: **Julie Strongson-Aldape**, English, Anne Arundel Community College, jstrongson@aacc.edu

Globalizing the Curriculum: Making the Material Matter to International Students

International students enter our classrooms with very different perspectives than our typical college freshmen. Their interpretation of texts and writing about those texts are informed by their unique cultural frameworks. Our charge as ESL teachers is to affirm their knowledge set and then link those perspectives with skills that are significant for their success in the U.S. academic experience.

Session 4.7 (Room SW-16)

Sarah Bigham, Education/Psychology, Frederick Community College, sbigham@frederick.edu

Using Student Experiences as a Guide for Reflective Teaching

As we reflect on ways to enhance our teaching it is important to listen to the voices of our students. This session will describe the results of a study that used a series of interviews to examine the experiences of students who completed a community college education degree. Learn about the overall themes that emerged from the interview project and how these concepts can enrich our teaching, regardless of our fields of expertise.

Session 4.8 (Room SW-40)

Amina Mathias, Business, Cecil College, amathias@cecil.edu, Co-Presenter: **Laney Hoxter**, Cecil College, lhoxter@cecil.edu

Fostering Strong Identity and Acceptance Through Multicultural Activities

At Cecil College, we recognize and respect the diverse cultures and nationalities of students and faculty that represent various countries in the world. A variety of exciting activities are organized year round at Cecil College to achieve this success. The Advisory Board is also a part of this endeavor.

Session 4.9 (Room SW-105)

Donna Sperry, Mathematics, MMATYC Meeting, DonnaS@csmd.edu

MMATYC Annual Business Meeting

This is the annual business meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). All faculty, whether you are a member or not, are welcome to attend. (*Continued from Session 3.9)*

Session 4.10 (Room SW-114-B)

Chrystal Mincey, English, Prince George's Community College, minceycr@pgcc.edu

To the Point: Student Behavior and Responsibility

To the point: The syllabus and policy statement is a binding contract between the professor and the students. I keep with the element of grabbing and keeping their attention with the contents of my packet.

Session 4.11 (Room SW-114-C)

CANCELLED

Session 4.12 (Room SW-127)

Lori Perez, Psychology, Anne Arundel Community College, lkperez@aacc.edu

Supporting College Students with Asperger's

The purpose of this presentation is to educate faculty and staff on what it means to be a college student on the spectrum. Particular attention will be paid to the common changes students experience during their transition from the high school classroom to the college classroom Methods that can be implemented in the classroom to help students succeed will be presented.

Session 4.13 (Room SW-134)

Anne Davis, Sciences/Biology, Carroll Community College, adavis@carrollcc.edu

Teaching for Improving Learning

An effective teacher must first understand how students learn. This session will discuss research based principles on how students learn and develop practical strategies you can use in your classroom for improved learning. This session is intended for instructors teaching general education classes in any subject, but particular in content heavy disciplines. Participants will walk away with handouts including descriptions of strategies they can use in their own classrooms and examples from actual student work.

Day 2: Friday, January 6, 2012
Sessions 5: 9:00 a.m. - 10:10 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 5.1 (Room SW-03)

Craig Swanson, Anatomy & Physiology, Carroll Community College, cswanson@carrollcc.edu

Co-Presenter**: Francois Derasse**, Anatomy & Physiology, Carroll Community College, fderasse@carrollcc.edu

Case Studies – The Application Approach

Engage your students with case studies that will encourage them to communicate and apply concepts discussed in your science class. A variety of techniques and approaches will be presented along with a great Case Study Resource.

Session 5.2 (Room SW-09)

Stephen Berry, Business management/Entrepreneurship, Anne Arundel Community College Smberry1@aacc.edu

Engaging Students in the Online Environment

With the growth of online learning we are seeing a more diverse population in our classrooms. How does the teacher engage students that are never seen face to face? This presentation will share some strategies that have worked, some that have not (though you are welcome to try them), and what I have learned along the way. Specific examples will be shown.

Session 5.3 (Room SW-10)

Laura Yoo, Composition and Literature, Howard Community College, lyoo@howardcc.edu

We Can Do Something About It: Encouraging "Honest Work"

This presentation will share the efforts being made at Howard Community College to promote academic honesty, including online resources and student activities. We will discuss the role of faculty in the classroom, the resources, and the approaches to teaching information literacy. Participants will have chance to brainstorm and share ways we can encourage "honest work" from our students.

Session 5.4 (Room SW-11)

Andrew Rusnak, English, Community College of Baltimore County, ARusnak@ccbcmd.edu

Co-Presenter: **Gregory Campbell**, Community College of Baltimore County

From "Letters to Science" and Back Again: Why Humanities and Liberal Arts are Critical to Science and Technology in the Curriculum of STEM-Focused English Composition Courses

In the development of STEM-focused English composition courses it becomes critical to address the false dichotomy that exists between the humanities/liberal arts and the disciplines of science and technology. This PowerPoint presentation and discussion will center on how, in the development and delivery of STEM-focused English composition courses, imperative it is that we not just train but educate our scientists, technologists, mathematicians, physicians, nurses, dental hygienists, pharmaceutical researchers, respiratory therapists, mechanical, electrical, chemical, civil, and biomedical engineers to embrace the powers of human life, those emphasized in liberal arts and humanities. The subject-matter generally is provocative and stirs much audience discussion.

Session 5.5 (Room SW-12)

Rob Rock, Art History/Art Appreciation/Humanities, Hagerstown Community College, rerock@hagerstowncc.edu

Teaching Arts & Humanities 101: Between Scholarship and Vernacular

This program will discuss how to face the challenges of teaching Arts & Humanities 101 classes. Students today come from a television, big budget movie, iPod, cell phone culture, and many 'don't care' about music before the 2000s, or art and literature at all. This program will show how to get cultural information (and hopefully a love for all arts and humanities) into the heads of students while keeping one's own academic integrity, but without resorting to speaking like a Jersey Shore cast member.

Session 5.6 (Room SW-14)

Christine Rai, English, Montgomery College, Christine.rai@montgomerycollege.edu

Creating Classroom Communities

In this lively collaborative session the presenter and the participants will share various successful strategies and useful resources that have empowered diverse learners. We will be exploring means of creating interactive, student-centered environments to facilitate student success. Subtopics covered include: Collaborative Learning, Utilizing Technology, Creating a Shared Space, Differentiating Assignments, Scaffolding for Success, and Keys to Communication.

Session 5.7 (Room SW-16)

Michael Parsons, Sociology/Education, Morgan State University, michael.parsons@morgan.edu, Co-Presenters: **Timothy Barr**, Hagerstown Community College, jjbarr5@juno.com; **Jody Cavanaugh**, Morgan State University, jodiacava@aol.com, Reactor: **Ro'Shaun Bailey**, Coordinator Upward Bound, Coppin State, rbailey@coppin.edu

Teaching, Learning & Millennial Students: Changing Attitudes

With the election of George W. Bush as president in 2000, the American Education system underwent radical change. "No Child Left Behind" produced a generation of learners who expect to be "spoon fed."

Community college faculty are challenged to make students responsible for their own learning. The presenters, including a sociologist, a lawyer, and a community college peer tutor will describe a differentiated instructional strategy designed to re-connect students with their learning.

Session 5.8 (Room SW-40)

Kathleen Gandy, Accounting, College of Baltimore County, kgandy@ccbcmd.edu

The Completion Agenda: A Model for Enhancing Student Engagement

The role of the CCBC Business Studies Department exactly mirrors the role of community colleges in Maryland: Lifelong Learning, Baccalaureate Attainment and Workforce Development. Student success is a function of their ability to envision and accomplish their dreams. Come see how we provide academic and co-curricular support that empowers and enables our students to attain their goals and fulfill their completion agenda. Specifically, come hear about our role in Achieving the Dream and financial literacy initiatives; how the CCBC Enterprise Institute has fostered entrepreneurship and academic persistence; the impact of our redefined, implemented and enhanced programmatic outcomes; and, how instructional delivery upgrades have enhanced face-to-face and distance learning environments. Our academic model of continuous improvement can be adapted and replicated to fit any discipline and any program.

Session 5.9 (Room SW-105)

Robert Brown, Mathematics, Community College of Baltimore County, RBrown2@ccmcmd.edu

Fruit of the Loom--A Weaving Together of Introductory Algebra and Intermediate Algebra

Acceleration through developmental course sequences is an important new strategy. Bob Brown designed a pair of courses that weaves together the material in Introductory Algebra and Intermediate Algebra, forgoing the typical method of back-to-back 7-week courses. All details, from administrative to topic chronology to Tegrity videos, will be discussed; and five semesters' worth of success rates will be examined. (This workshop is a follow-up to an AFACCT 2011 workshop.)

Session 5.10 (Room SW-111)

Marcia Bronstein, English/ESL, Montgomery College, Marcia.bronstein@montgomerycollege.edu
Co-Presenters: **Genevieve Carminati**, English and Women's Studies, **Marissa Prosser**, Anthropology, **Deborah Stearns**, Psychology, **Michael Tims**, Biology

Using the Community in Community College Teaching: Dialogues on Racial and Cultural Identity

Teeming with new demographics of diversity that anticipate our national transformation, the community college is the perfect setting for critical dialogues on racial and cultural identity. No single discipline owns the college dialogue on race, nor need the conversation stop at the perimeter of a school. Our multidisciplinary presentation is of community-based, inquiry-based materials and projects on Race and Identity, which students undertook in our classes in anthropology, biology, English, psychology and an

African-American history-themed learning community. We will also discuss the faculty fellowship, including study with Smithsonian Museum curators that ultimately enabled us to send our students out to the community to analyze public constructions of race.

Session 5.11 (Room SW-114-B)

Donna Tupper, School of Math and Science, CCBC – Essex, dtupper@ccbcmd.eud

Co-presenter: **Barbara Leitherer**, Mathematics, CCBC – Essex, bleitherer@ccbcmd.edu

Taking Mathematics Global

Community Colleges are increasingly requiring faculty to implement a global perspective into their courses. Math is universal, but as faculty we are hesitant to include a global perspective into our work. With examples taken from Statistics, Applied Algebra and Trigonometry courses, this presentation will give participants ideas and resources on how to incorporate a global perspective into their mathematics classes. Faculty can decide to have student examine one country in depth or travel around the world. Don't forget your passport! It is time to explore the world!

Session 5.12 (Room SW-114-C)

Evan Evans, Mathematics, Frederick Community College, eevans@frederick.edu

Podcasts and the "Flipped" Classroom

Do you like videos? Do you think your students would watch one? Come see how easy it is to create video podcasts that resonate with your students and dive into the world of a "Flipped" Classroom. In this collaborative and informative hands-on session you'll learn how to create a video/podcast using current technologies (PC, Tablets, Mac's, and iPads) and how it can be used to best benefit you and your students (Audience participation is welcomed).

Session 5.13 (Science Center Atrium)

Abner Mintz, Chemistry, Montgomery College, Abner.mintz@montgomerycollege.edu

Tour of the New Chemistry Facilities in the Rockville Science Center

This session consists of a tour of the 3rd floor of the new Science Center at the college which houses the chemistry department. Some aspects of the building that are of interest to science/chemistry teachers are new general and organic chemistry labs, a project lab, separate prep and stock rooms for general and organic chemistry, and the Oxbridge room for student study/reference. Some of the unique equipment that we now have is an x-ray diffraction system, GC-mass spectrometer, ATR-FTIR, 90 MHz NMR, benchtop Micro-ESR spectrometer, and a stop-flow kinetics system.

Muhammad Kehnemouyi, Physics, Montgomery College,
muhammad.kehnemouyi@montgomerycollege.edu

Tour of the New Physics and Engineering Facilities in the Rockville Science Center

This tour shall consist of a physical walking expo on the 4th floor of the new Science Center at the college which houses the Physics and Engineering departments. The disciplines of interest contained within the tour include the Physics labs, Engineering Machine Shop, Robotics Lab, Digital Logic Lab, and the mobile classrooms. The Physics Labs contain equipment such as the ballistic pendulums. The Engineering Machine Shop contains CNC equipment along with 3D printers for prototyping. The Robotics Lab has equipment such as a programmable robotic arm and the path finder robot. The Digital Logic Lab contains equipment for analyzing circuit design such as spectrum analyzers, 4 channel oscilloscopes, and software for circuit design. The mobile classrooms stationed on the 4th floor are laptops contained within carts which may be deployed to any area to enhance the delivery of Physics and Engineering concepts to the students.

Jim Cosgrove, Biology, Montgomery College, jim.cosgrove@montgomerycollege.edu

Tour of New Biology Facilities in the Rockville Science Center

This session consists of a tour of the 1st and 2nd floors of the new Science Center at the college which houses the Biology department. Aspects of the building that may be of interest to science/biology instructors are the new rooms for microbiology, for Anatomy & Physiology, for Environmental Science, for general biology (non majors) and for Principles of Biology (majors) and also for Molecular Cell Biology. Specialized equipment and facilities that the department now has include a student-faculty research room, a walk-in cold room, an ultracentrifuge and a superspeed centrifuge, a Li-Cor DNA analyzer/sequencer, a cryostat, a tissue culture facility, Nikon fluorescent and inverted fluorescent microscopes, and a greenhouse.

Session 5.14 (Room SW-134)

Karen Myers, Nursing, Wor-Wic Community College, kmyers@worwic.edu

Integrating Student Centered Teaching Modalities (SCTM) into the Classroom

The use of Student Centered Teaching Modalities may be a feasible way to engage the student in their learning and increase their critical thinking skills. There is an increasing repertoire of teaching modalities emerging to help educators in the classroom. Some examples of these methods include case studies, Socratic questioning, advanced organizers, concept maps, and experiential learning modalities.

Session 5.15 (Room SW-127)

Aubrey Mishou, English Literature and Composition, Anne Arundel Community College,
almishou@aacc.edu

Send Without Subject? Revisiting College Composition

With the influx of social media and the new literacy affirmed by a tech-driven culture, one would expect younger generations to possess a degree of confidence in textuality. And yet, as demonstrated in composition classes semester after semester, this is proving to be untrue. “Send Without Subject?” posits that this is due in part to the contentious relationship between rhetorical pedagogies and social media, and examines ways to reconcile the field with emerging trends in technology for the benefit of a new generation of college students.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Day 2 Keynote Address: 10:20– 11:30 a.m.
Robert Parilla Performing Arts Center

Keynote Address by:

Rebecca D. Cox
Seton Hall University

Rebecca (Becky) Cox, author of *The College Fear Factor: How Students and Professors Misunderstand One Another* (Harvard University Press), based the theme of her 2009 book on five years of interviews and observations of faculty members and their students at community colleges. As the title indicates, students and instructors misunderstand and ultimately fail one another, despite their good intentions. Dr. Cox illustrates with poignant and often startling examples how community college students often feel defeated by the clash of home- and workplace responsibilities with the demands of college and the expectations of their professors. Oftentimes, these students conclude that they just don't belong in college.

Dr. Cox's research interests revolve around issues of equity and postsecondary opportunity. Conducting much of her research at the community college level, she has investigated the dynamics of teaching and learning within the context of organizational structures, norms and policies. Her interest is in two areas: how students' preconceptions about "college" and expectations shape their initial college experiences and aspirations for education and career; and the constraints on student and faculty learning imposed by the traditional norms of higher education.

Her current research focuses on the transition from high school to college, including the exploration of students' high-school experiences, career aspirations, and postsecondary planning. Her most recent research is a longitudinal, multi-site project with Seton Hall University colleagues Eunyoung Kim and Chris Tienken that seeks to understand how high-school students' experiences shape their educational plans through high school and into postsecondary education.

Dr. Cox received her Ph.D. from the University of California, Berkeley's School of Education, in the Policy, Organization, Measurement and Evaluation program. She earned an AB from Princeton University and an MA in Art History from the University of Texas at Austin. She has taught history at the high-school level, humanities and art history at community colleges and currently teaches graduate students in Education Leadership at Seton Hall University (NJ). Dr. Cox is a member of the American Educational Research Association, the Association for the Study of Higher Education, the Council for the Study of Community Colleges, and the National Council for Teachers of English.

Day 2: Friday, January 6,2012
Sessions 6: 11:40 a.m. - 12:50 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 6.1 (Room SW-03)

Robin Young, Allied Health and Nursing, College of Southern Maryland, robiny@csmd.edu

Co-Presenter: **Annette Ragland**, Allied Health and Nursing, College of Southern Maryland aragland@csmd.edu

Social Networking: Precautions and Pitfalls

Having problems with your students revealing too much personal information or comments that could breach client confidentiality? This presentation will share the social media guidelines created by the College of Southern Maryland's Health Sciences Division. Examples of common student breaches/issues will be shared.

Session 6.2 (Room SW-09)

Melissa Lizmi, Computer Science and Interactive Technologies, Montgomery College melissa.lizmi@montgomerycollege.edu, Co-presenter: **Deborah Solomon**, Coordinator of Computer Gaming and Simulation at Montgomery College, deborah.solomon@montgomerycollege.edu

Moving Students from Knowledgeable to Knowledge-able: Turning the Educational Paradigm Upside Down and Making Group Projects Work

Knowledge is no longer exclusively housed in libraries and educational institutions. It's everywhere and it bombards us from all directions. This session discusses turning the traditional educational paradigm upside down by teaching students to be harvesters and synthesizers of information. We will also discuss important technology tips for making group projects work.

Session 6.3 (Room SW-10)

Greg Stiffler, Mathematics, Community College of Baltimore County, gstiffler@cccmd.edu

Using Writing in Math Classrooms

Most students are puzzled when they are assigned a writing question of any kind in a math class. However, math can benefit greatly from the right writing assignment, research has shown. This session will discuss and provide examples of how writing assignments were applied in math classes and discuss their effectiveness.

Session 6.4 (Room SW-11)

Brian Riley, Literature and Composition, Anne Arundel Community College, bpriley@aacc.edu

Teaching Analytical Reading

Are you frustrated when awkward silences encroach on class discussion? Bored with essays that barely scratch the surface of the topic? Tired of hearing, "I read it, but I didn't get it"? The challenges our students face with speaking, writing, and thinking in academic contexts often start with their reading habits; many are accustomed to skimming without attending to important textual features or engaging fully with ideas. In this session we will discuss strategies for training students to read more closely, critically, and analytically, leading to clearer thinking and better writing. Learn about practical assignments that work, and share some of your own.

Session 6.5 (Room SW-12)

John Sagi, Computing and Technical Studies, Anne Arundel Community College, jsagi@aacc.edu

The Fulbright Experience as a Resource to Enhance Your Teaching

Dr. John Sagi, Fulbright Scholar to Russia in 2004, will discuss his Fulbright experience and how it has contributed to his teaching methodology and professional development. His power point presentation will include pictures of his grant experience as well as examples on the institutional impact the Fulbright Scholar Program has had on his campus.

Session 6.6 (Room SW-14)

Bernadette Sandruck, Mathematics, Howard community College, bsandruck@howardcc.edu

Co-Presenter: **Loretta Tokoly**, LTokoly@howardcc.edu

The Nuts & Bolts of Building a STEM Learning Community

Recruiting and retaining academically qualified students in STEM majors is a national dilemma. HCC has developed a model for a STEM Learning Community that provides students with opportunities for personal development, internships, mentoring and field trips. Participants will learn the nuts and bolts of building this 3-year old program and the current outcomes. There will be an opportunity for participants to share information about similar initiatives on their campus.

Session 6.7 (Room SW-16)

Scott Jeffrey, Geospatial Applications, Community College of Baltimore County, sjeffrey@ccbcmd.edu

Co-Presenter: **Jaime Alvarez**, CCBC, jalvarez@ccbcmd.edu

Online Mapping and Analysis in the Classroom: Click it and GO!

This presentation is ideal for faculty or staff who want to include mapping and analysis in their classroom, workshops, or presentations without learning new software packages or installing complex software packages. Attendees will be provided with materials and guidance to access interactive mapping sites so

that they can create their own on-line unique, content specific maps that can be accessed from ANY computer. Several already prepared examples and sites will be provided to attendees for use in their classes and cover topics relevant to courses including Sociology, Health, History, Human and World Regional Geography, Earth Science, Environmental Science, Math, Criminal Justice, and a variety of Developmental courses. Several already prepared examples and sites will be provided to attendees for use in their classes and cover topics relevant to courses including Sociology, Health, History, Human and World Regional Geography, Earth Science, Environmental Science, Math, Criminal Justice, and a variety of Developmental courses.

Session 6.8 (Room SW-40)

Sithamparam (Senga) Sengamalay, Accounting, Montgomery College – Rockville, Sengaksg02@yahoo.com

The Need for a Course in International Development in Community Colleges

International Development is based on the belief of inter-dependency among nations and the need for economically advanced countries to provide needed financial and other forms of assistance to the less developed countries with a view to elevating the quality of life and standard of living of the people in the less developed countries. This field of study formally emerged soon after the second world war and has grown during the past sixty years or so into a multi-billion dollar endeavor with enormous global implications. However, there appears to be a big gap in educating our communities, particularly the ever increasing diverse student population in the community colleges, who live and work in the global economic environment, on the institutions, processes and practices that have been put in place for implementing this huge world-wide undertaking. The presentation lays out an earnest proposal to fill this void by adding to the curriculum of the community colleges in Maryland a course in the field of International Development.

Session 6.9 (Room SW-105)

Carla Parrish Ward, DEAM Meeting, president@mddeam.org, http://www.mddeam.org/index.html

DEAM (Developmental Education Association of Maryland) is the state chapter of the national organization NADE (National Association for Developmental Education). We represent faculty and administrative staff who work and have a vested interest in students in developmental courses and programs on college campuses in Maryland, including community colleges, four year colleges and universities.

Session 6.10 (Room SW-111)

Elizabeth Shrader, Environmental Science, Community College of Baltimore County, eshrader@ccbcmd.edu

Does Writing in the Discipline Measurably Increase Student Content Learning?

Writing within and across the curriculum is a popular and acclaimed method for teaching students both content and critical thinking skills. Most faculty will agree that written work is an important part of any college course and has inherent value. We assume that through writing students learn, manipulate, evaluate, analyze, and draw conclusions about the content and thereby learn the basic content of a course better than they would without required writing. To test this hypothesis, that students who write learn better and more, I created two sections of Environmental Science 101 that differed only in the required out of class writing. This presentation will review the data generated about student content learning and suggest alternate hypotheses about student learning as it relates to the amount of writing in a science classroom.

Session 6.11 (Room SW-114-B)

Judy Staveley, Biological Sciences, Carroll Community College, doctorstaveley@yahoo.com

How to Engage your Students in Biology

What to do for students to value their learning? How to make the college classroom fun and informative. How to get students engaged in topics of discussion. Active learning, motivation and being successful in the classroom will be discussed during this presentation.

Session 6.12 (Room SW-114-C)

Daniel Venne, Fine Art, Montgomery College, Daniel.venne@yahoo.com

Museums for the Marginalized

New "inclusive" art museums present a challenge to conventional ways that art is taught and discussed. In recent decades, the Washington, D.C. region has become home to the National Museum for Women in the Arts, the Museum of the American Indian, and the Museum of African-American History, all of use to the educator wishing to teach art with an eye toward cultural diversity. This presentation will compare the reach of the "museums for the marginalized" with the appeal of the vanguard art museums, with a focus on the use of the museum as a tool for art educators working with minority students.

Session 6.13 (Room SW-127)

James Stemmle, Chemistry, Hagerstown Community College, jstemmle@comcast.net

Three Chemistry Demos

Three chemical demonstrations that you can try at home and amaze your friends while slyly teaching them a little science. These demos use common household items and put no one in danger. They show that we live our lives immersed in the familiar mysteries of chemistry. And some people ask why study chemistry! They probably haven't seen these demos.

Session 6.14 (Room Robert Parilla Performing Arts Center)

Richard J. Siciliano, English, College of Southern Maryland, richs@csmd.edu

***A Question and Answer Session (Q&A) and Discussion with the Author of* The College Fear Factor**

Immediately following the keynote address by Rebecca Cox on Friday, January 6, 2012, a question and answer session will be held with Dr. Cox to discuss in more depth some of the issues raised in her book, *The College Fear Factor*, the focus of the faculty Winter Diversity Institute held last January 2011, at the College of Southern Maryland.

Session 6.15 (Room CS-017)

Harvey Whitney, Jr.. History, Howard Community College, hwhitney@howard.edu

Alternatives to Blackboard without Needing to Know a Smidgeon of Code

The presenter will discuss ways of creating an online secure website for classroom management without using Blackboard. All that is required is Microsoft Office and a webserver. This presentation is for teachers at colleges that do not have the resources to purchase Blackboard software.

PowerPoint–Poster–Website Displays
Friday, January 6, 2012
11:40 a.m. –12:50 p.m.

The following displays are repeated from Session 2: Thursday, 11:40 a.m. –12:50 p.m.

The poster sessions are scheduled together in SW-038. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 2 (Thursday) from 11:40 a.m. – 12:50 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:50 p.m.

Session 6A: POSTER SESSION (SW-038)

David Reynolds, Biology, Carroll Community College, dreynolds@carrollcc.edu

Taking Learning into the Field

The poster session will show how to progressively build students' learning through linking classroom lectures, online learning, lab exercises, and field trips culminating to student driven research projects. The Fundamentals of Biology 2 course at Carroll Community College is taught as a hybrid course meeting once a week for lecture and lab. The course employs classroom lecture, online activities, case studies, laboratory exercises, trips to regional science museums, botanical gardens, and a zoo, and a field research project at a local nature center. The on-line components interconnect lectures, field trips, and lab activities to direct student learning and build experience. See how those experiences, such as data collection and a statistical analysis of the data, are incorporated into student driven research projects.

Session 6B: POSTER SESSION (SW-038)

.**Nelda Nix-McCray,** Sociology, Community College of Baltimore County, nnix@ccbcmd.edu

Managing Multiple Roles: Work and Family Life in the Community

With the increasing responsibilities associated with work and family, how can community college faculty and administrators successfully manage the roles of these domains? Can we have it all? Come take a look at current research in the area of work-family relationships.

Session 6C: POSTER SESSION (SW-038)

Daniel Madron, Sociology, Hagerstown Community College, djmadron@hagerstowncc.edu

Experiencing Sociology Through Community Service

Community Service not only provides individuals in need with services and goods they may not have access to, it also provides students with an opportunity to experience cultures and social phenomena that they may not otherwise encounter. Additionally, it allows sociology (and probably other fields) instructors to relate course material to the real world. Community service is an excellent source of the application of course material.

Session 6D: POSTER SESSION (SW-038)

Michael Kaye, Math, Engineering, Robotics, Baltimore City Community College, mkaye@bccc.edu

Co-Presenter: **Yun Liu**, Math, Engineering, Robotics, Baltimore City Community College, yliu@bccc.edu

Developing a Robotics Technology Curriculum at an Urban Community College

Baltimore city Community College was awarded an Advanced Technology Education grant from the National Science Foundation to develop a Robotics Technology Curriculum. The poster presentation will showcase the successful efforts of the grant project including: (a) developing a unique robotics technology associated degree program, (b) setting up a state of the art robotics laboratory, and (c) recruiting high school students, especially underserved and minority students, into the program.

Session 6E: POSTER SESSION (SW-038)

James Karmel, History, Harford Community College, jkarmel@harford.edu

Maryland History Group

This poster session will introduce AFACCT participants to a new professional organization: the Maryland History Group (MHG). The Maryland History Group will provide a forum for educators to share ideas, network and promote history education in community colleges and elsewhere. It will focus on the use of new media for history instruction, oral history, public history, student research and the innovative use of primary sources for history instruction. The Maryland History Group is open to all educators who teach history, related disciplines or incorporate history into their instruction in any form.

Session 6F: POSTER SESSION (SW-038)

James Cosgrove, Biology, Montgomery College, Jim.cosgrove@montgomerycollege.edu

Co-Presenter: **Alex Rinaldi**, Biology, George Washington University, rinaldi1990@hotmail.com

Alfiya Ahkmed, Biology, Montgomery College, aahkmed@montgomerycollege.edu, **Orion Dye,** biology, University of Maryland, oriondye@hotmail.com

Engaging Community College Students in Biological Research. Use of Mammalian Tissue Culture to Teach Research Techniques to Students

The poster session details the use of mammalian tissue culture techniques to provide research opportunities for our students who are interested in biological research. We describe the equipment and the supplies needed. We discuss the mammalian cell lines that our students are using and we present some data from their initial research activities.

Session 6G: POSTER SESSION (SW-038)

Samuel Chatmon, Biology, Montgomery College, Samuel.chatmon@montgomerycollege.edu

Co-Presenter: **James Cosgrove,** Biology, Montgomery College, Jim.cosgrove@montgomerycollege.edu

Use of the *GNB1* gene to Introduce Molecular Biology Techniques to Students

We are interested in teaching the basic techniques of molecular biology to the students in our Molecular Cell Biology course (BI230). This poster provides the details of a laboratory exercise that we have developed, which makes use of the *GNB1* (guanine nucleotide binding protein 1) gene combined with mammalian tissue culture to teach students about PCR (polymerase chain reaction) and DNA sequencing. The exercise also represents an opportunity for the students to analyze both the genomic sequence and the protein sequence of the gene using a number of bioinformatics tools from the National Center for Biotechnology Information (http://www.ncbi.nlm.nih.gov/), the European Bioinformatics Institute (http://www.ebi.ac.uk/), and the UCSC Genome Bioinformatics (http://genome.ucsc.edu/) websites. Furthermore, they will be able to analyze the gene across species, for the cell lines and tissues that we use are derived from rat, mouse, Chinese hamster, Mongolian gerbil, and human (cheek cells).

Friday, 1:00 – 1:45 p.m.
Lunch is in the Theater Arts Building

Day 2: January 6, 2012
Sessions 7: 1:50 – 3:00 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 7.1 (Room SW-03)

Marcia Bronstein, English/ESL, Montgomery College, Marcia.bronstein@montgomerycollege.edu

Co-Presenters**: Margaret Harris,**ESL instructor**, Amanda Lebleu,** ESL instructor**, Tymofey Wowk,** ESL instructor

Life on the Fast Track: How to Succeed in an Accelerated Business-ESL Learning Community

The new, increasingly large demographic of college English as a Second Language students has clear workforce goals and is eager to zoom through ESL prerequisites to the college level. Research shows that programs that carefully support acceleration from pre-college to college lead to higher student completion rates. Our presentation describes a business-themed learning community of integrated ESL Reading and Writing, college-level introduction to Business, and service learning. The learning community builds skills and academic literacy within the reality of a college class; puts disciplines in productive dialogue with one another; and arms students of various intended majors with a 3-credit course in management, marketing and money. Handouts include business-content based materials, assignments, and student projects and the how-tos of designing an accelerated ELS learning community.

Session 7.2 (Room SW-09)

David Becker, English/Composition, Frederick CC, dbecker@frederick.edu

Killing the Quit Point: Solving the Research Problem in a Freshman Composition Course

There are many things that might stop a freshman student in their academic tracks, but one of the largest is research. In short, this population of students is often weak when it comes to research, and in fact, research is known as a "quit point": something that makes students feel they have no choice but to quit the class, and in some cases, college. Using process-based writing instruction and research-based pedagogy, it's possible to not only help your students research better, but also to permanently learn skills that they will be able to use throughout their college career. We will address the research, cover some techniques that have been effective for your presenter over the years, and also address how the new, nationwide Common Core is going to change what your beginning composition students are going to know about research when they walk through your door.

Session 7.3 (Room SW-10)

David Robinson, Developmental Reading and English, College of Southern Maryland, David.robinson@csmd.edu

Using "Book Clubs" in Developmental Reading Classes

Many students in developmental reading classes struggle with issues of motivation, self-efficacy and engagement. Based on the work of Louise Rosenblatt, Katherine Schlick Noe and others, the Book Club is an extended, semester-long project in which students read and discuss a novel-length work of literature in a student-led collaborative learning environment. This presentation will include variations on the Book Club model and ideas for classroom implementation. Handouts and materials for in-class activities will also be shared.

Session 7.4 (Room SW-11)

Bruce McGee, Business and Economics, Montgomery College, Bruce.mcgee@montgomerycollege.edu

Using Graphic Organizers to Improve Learning Outcomes

A number of studies have shown that graphic organizers, sometimes referred to as concept maps, cognitive organizers, or concept diagrams, are effective for improving learning outcomes. In education, they have been applied to a range of business-related curriculum subject areas including management, marketing, finance, and statistics; and in general curriculum areas such as reading, composition, the physical and social sciences, language arts, and math. In particular, in an environment of information overload, today's short-attention-span students have a need to see the key ideas and the relationships between (and among) them without having to read an article (or a chapter in a textbook). This presentation will explore the case for using graphic organizers in the business-related and general curriculum customers, Using Graphic Organiz.

Session 7.5 (Room SW-12)

Brian Weber, English/History, Anne Arundel Community College, bmweber@aacc.edu

Online Teaching 101: Transitioning from On Campus to Online

Have you ever considered teaching an online course? Are you curious about how classroom instruction or content can be replicated online? This session is designed for new online instructors, or for those who are considering their first online course, and will offer helpful tips, strategies, and materials.

Session 7.6 (Room SW-14)

Karen Weil-Yates, Information Systems Technology, Hagerstown Community College Kdweil-yates@hagerstowncc.edu

Computer CPR Clinic: An Approach to Student-Centered Learning

Using simulations in controlled environments is often the primary method available to introduce students to concepts. To enhance the learning process, our students have the opportunity to participate in The

Computer CPR Clinic, which is held throughout the semester for their peers and the community to bring their ailing computer systems for repair and updating. Customer service training, troubleshooting real-world problems, documenting efforts are all part of the experience. My presentation will include clinic organization, publicity, documentation (intakes and scheduling), student worker recruitment and training.

Session 7.7 (Room SW-16)

Deborah Wilson, Nursing, Wor-Wic Community College, dswilson@worwic.edu

Expectations and Fears: Building Bridges to Success

Learn about the unique fears our students face, how those fears cause obstacles in their learning experiences and how we can help them overcome those fears by communicating more clearly to them. Explore how faculty expectations impact our relationship with our students and ways to begin building bridges to success.

Session 7.8 (Room SW-40)

Laura Wilson, English and Communications, Anne Arundel Community College, Lawilson6@aacc.edu

Laura Cordova, Spanish, Frederick Community College, lcordova@frederick.edu

Social Media and the New Generation

Are your courses engaging and interactive? In the 21st century, teachers need to look beyond the traditional textbook and lectures to inspire their students. Social media tools such as Twitter, Wiki, and the iPad can increase students' understanding of material through 3D interpersonal communication. Learn the value of technology to clarify ideas, ignite inspiration and ambidextrous thinking to tell stories, capture attention and emotion for enhanced learning.

Session 7.9 (Room SW-105)

Walter Wood, Mathematics and Statistics, Montgomery College, walt@wrwood.com

Promoting Quantitative Literacy in College Mathematics Classes

The session will review what is known about teaching college mathematics so as to promote a deeper understanding of numbers and their use in our lives. I will also share my experiences and experiments in math and stat classes for non-STEM majors. Participants will be encouraged to share their own related efforts.

Session 7.10 (Room SW-111)

Teresa McCullough, Mathematics, Montgomery College, teresa.mccullough@montgomerycollege.edu

The Art of Finding Examples in Mathematics

Students learn more from examples than from rules or theorems. What characterizes a good example? This talk will also include some dreadful examples to show what not to do.

Session 7.11 (Room SW 114-B)

Claudia Brown, Mass Communications, Harford Community College, ClBrown@Harford.edu

From Student Newspaper to Student Magazine: How and Why One Community College Made the Switch

Learn how and why Harford Community College transitioned from a student newspaper to a student magazine, as well as tips for making the switch at your own college.

Session 7.12 (Room SW 114-C)

Debra Poese, Education/Mathematics, Montgomery College, Debra.poese@montgomerycollege.edu

Finding (and Avoiding) Our Blind Spots

Many college faculty come into the teaching field with great expertise in our subject areas but also with what researchers call "expert blind spots" regarding the pathways we followed to that level of understanding. Gain some added insight into the science of learning, experience some activities that will put you in your students' shoes, and take home new strategies for creating a variety of learning pathways for the students in YOUR classroom. (Note: While the examples used will be primarily from the math and science fields, the concepts are applicable to all college faculty).

Session 7.13 (Room SW-127)

Andree Catalfamo Fee, Developmental Reading and Writing, Chesapeake College, afee@chesapeake.edu

Speedy Remediation: or, How We Are Learning to Embrace the New Developmental Education Mandates

Developmental education has been perceived as a stumbling block to the recent "college completion" mandates. Rather than lament about student preparation, the faculty of Chesapeake College decided to revamp the developmental education curriculum to maximize the students' opportunities for success and quick advancement. How are we doing so far? Come to the presentation. We'll discuss the triumphs...and pitfalls...of our new format.

Session 7.14 (Room CS-017)

Harvey Whitney, Jr., Social Sciences/History, Howard Community College, hwhitney@howard.edu

Benefits and Disadvantages of Using Online Media to Enhance Classroom Learning

Harvey Whitney, an adjunct instructor at Howard Community College, will examine online audio visual sources for supplementing classroom instruction. While he will suggest that such sources can be advantageous in facilitating learning in the classroom, he will also suggest that as students are more likely to use internet sources for research without checking the credibility of the source, instructors may also be

susceptible to error by also failing to verify the credibility of the online media that they choose. We will look at techniques by which the credibility of the online media can be determined.

Session 7.15 (Room SW-134)

Patrick O'Rourke, Hospitality, Marketing, HR Management, Anne Arundel Community College, Porourke27@gmail.com

Leveraging Peer and Informal Learning in Online Courses: Tactics and Opportunities

I wish to share my successful tactics from my online course from both an instructional design and "in session" perspective incorporating discussion as a mode of instruction. Extracting and refining concepts from key students with knowledge can accelerate the group's learning. I have had successes leveraging what would be tacit knowledge. A vivid online case in point revolves around my grouping and moderating a small discussion of my students who were a bakery owner with a small group of raw young female traditional students. The owner exchanged her professional wisdom for social media insight to marketing her business and the mind of the "millennial".

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

AFACCT 2012 Conference Donors

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theaters, publishers, businesses, and community colleges for their generous donations to the 2012 AFACCT Conference Giveaway…

Book Publishers:

Prentice Hall, a Pearson Education Company, Upper Saddle River, NJ 07458, 301-714-1062. **Donation**: Baking and cooking books and partial sponsorship of AFACCT's breakfast. Your local Prentice Hall sales representatives thank you for your continued support by using Prentice Hall products. If you wish to review any Prentice Hall products, please go to www.prenhall.com

Wolters Kluver Health, Lippincott Williams & Wilkins, 351 W. Camden St. Baltimore, MD 21201. **Donation**: Nursing and health-related books.

Baltimore/Washington, D.C. Theaters:

Arena Stage. 1101 Sixth Street SW, Washington, DC 20024, 202-554-9066
Donation: Two tickets to *Long Day's Journey into the Night* directed by Robin Phillips. Eugene O'Neill's autobiographical masterwork exposes the lies we tell, the deceptions we craft, and the undercurrent of compassion that, if uncovered, can redeem us in the end. For more information contact www.arenastage.org

CenterStage, 700 North Calvert Street, Baltimore, MD 21202, 410-986-4000.
www.centerstage.org
Donation: Two tickets to any preview performance during the 2012 season.

Folger Theatre, 201 East Capitol Street, SE, Washington, DC 20003-1094. 202-544-7077.
Donation: Two tickets to the Folger Theatre's 2012 season production of Susanna Centilvre's *The Gaming Table* directed by Eleanor Holdbridge. The thrills of the gaming table stylishly play out against the eccentricities of English manners in this handsome comedy. **Folger Shakespeare Library** is a world-class center for scholarship, learning, culture, and the arts. The Helen Hayes Award-winning **Folger Theatre** annually performs multiple plays each season in a 250-seat Elizabethan theatre, a replica theatre popular in Shakespeare's time. For more information, contact www.folger.edu/theatre.

Toby's Dinner Theatre of Columbia, 5900 Symphony Woods Road, P.O. Box 1003, Columbia, MD 21044 **Donation:** One door prize for dinner and show.

Toby's shows for the upcoming year include *White Christmas*, *The King and I*; *The Wizard of Oz*; *Legally Blonde*; *The Color Purple*; and *A Christmas Carol* for the coming season. Additional information is on website. www.tobysdinnertheatre.com. Toby's also offers special rates for groups, students, and seniors, so why not make it an evening for all.

Shakespeare Theatre Company, 610 F Street, NW, Washington DC 20004.
Donation: Two tickets to a 2012 season production. While "Celebrating 25 Classical Years," this premier theatre's performances include *The Two Gentlemen of Verona* directed by P.J. Paparelli, *Strange Interlude* directed by Michael Kahn, *The Servant of Two Masters* directed by Constance Congdon, and *The Merry Wives of Windsor* directed by Stephen Rayne. For more information on the best in theatre experience, call 202-547-1122.

Phoenix Festival Theater @ Harford CC, 401 Thomas Run Rd, Bel Air MD 21015. 443-412-2211. **Donation:** Two tickets to *Nunsense*, where the Little Sisters of Hoboken display their divine talents in a zany benefit revue. In an effort to raise money for their fallen sisters-unfortunate victims of a convent cooking accident - the eccentric and endearing nuns show the lighter side of religious life. For information and tickets: www.harford.edu/cultural

Museums:

Chesapeake Maritime Museum: Navy Point, P.O. Box 636, St. Michaels, MD 21663-0636
Donation: Two passes to experience the culture, unique stories, and traditions of the Chesapeake Bay and its people. Visitors encounter the Chesapeake Bay history first-hand through real people, real work, authentic artifacts, visual arts, and native water crafts. Enjoy the 18 acre waterfront campus with an extraordinary Bay panorama, ten engaging exhibits, and a working boatyard. Call 410-745-4993 or visit on line at www.cbmm.org.

Havre De Grace Maritime Museum: 100 Lafayette Street, Havre De Grace, MD 21078
Donation: Multiple passes to the Maritime Museum**,** dedicated to the collection, documentation, preservation, and interpretation of the maritime skills and heritage of the Susquehanna River/Chesapeake Bay history. Contact www.hdgmaritimemuseum.org or 410.939.4800.

Steppingstone Museum: 461 Quaker Bottom Road, Havre De Grace, MD 21078, 410.939.2299
Donation: Six passes **t**o museum to step back in time and spend an afternoon touring the site of a once-working Harford County Farm: Experience how life was lived by past generations of rural Americans. For more, contact steppingstonemuseum@msn.com

Restaurants:

Giovanni's Restaurant: *2101 Pulaski Highway, Edgewood, MD:* **Donation***:* Dinner Gift Card for the finest Italian dining in Harford County, MD. Celebrating 25 years. Call 410-676-8100.

Golf Courses:

Furnace Bay Golf Course: 79 Chesapeake View Rd., Perryville, MD 21903 410-642-6816 **Donation**: Passes to play 18 holes. A beautiful course riding the Chesapeake Bay with Bent grass from tee box to green, one would be hard pressed to find a more enjoyable or affordable round anywhere. With a large open air pavilion just behind the clubhouse, Furnace Bay can provide a full range of services to make your golf outing or special occasion very enjoyable. Call or visit www.furnacebaygolf.com.

Geneva Farm Golf Course, 217 Davis Rd., Street, MD 21154, 410-452-8800 **Donation**: Frequent Member Card, with two complimentary greens fees and over $400 in discounts. Geneva Farm is nestled in the rolling hills of northern Harford County. This once historic farm is now home to an 18-hole, par 72 championship golf course. Geneva Farm offers a wide range of amenities including a driving range that can accommodate even the longest hitters, a practice putting green, and a large fleet of GPS golf carts. Call or visit www.genevafarmgolf.com.

Maryland Community Colleges:

The following colleges donated an assortment of door prize items provided by their marketing departments, student services, bookstores, and other offices:

- Carroll Community College
- Community College of Baltimore County (Catonsville, Dundalk, Essex)
- Harford Community College
- Wor-Wic Community College

Final Notes and Reminders

Presenters: Remember to pick up your gift from the AFACCT Registration table after your presentation. Accept it with the thanks from AFACCT and all your grateful colleagues for sharing your ideas.

Conference Attendees: Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. It's yours as a token of our appreciation for having attended this, the 22nd annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

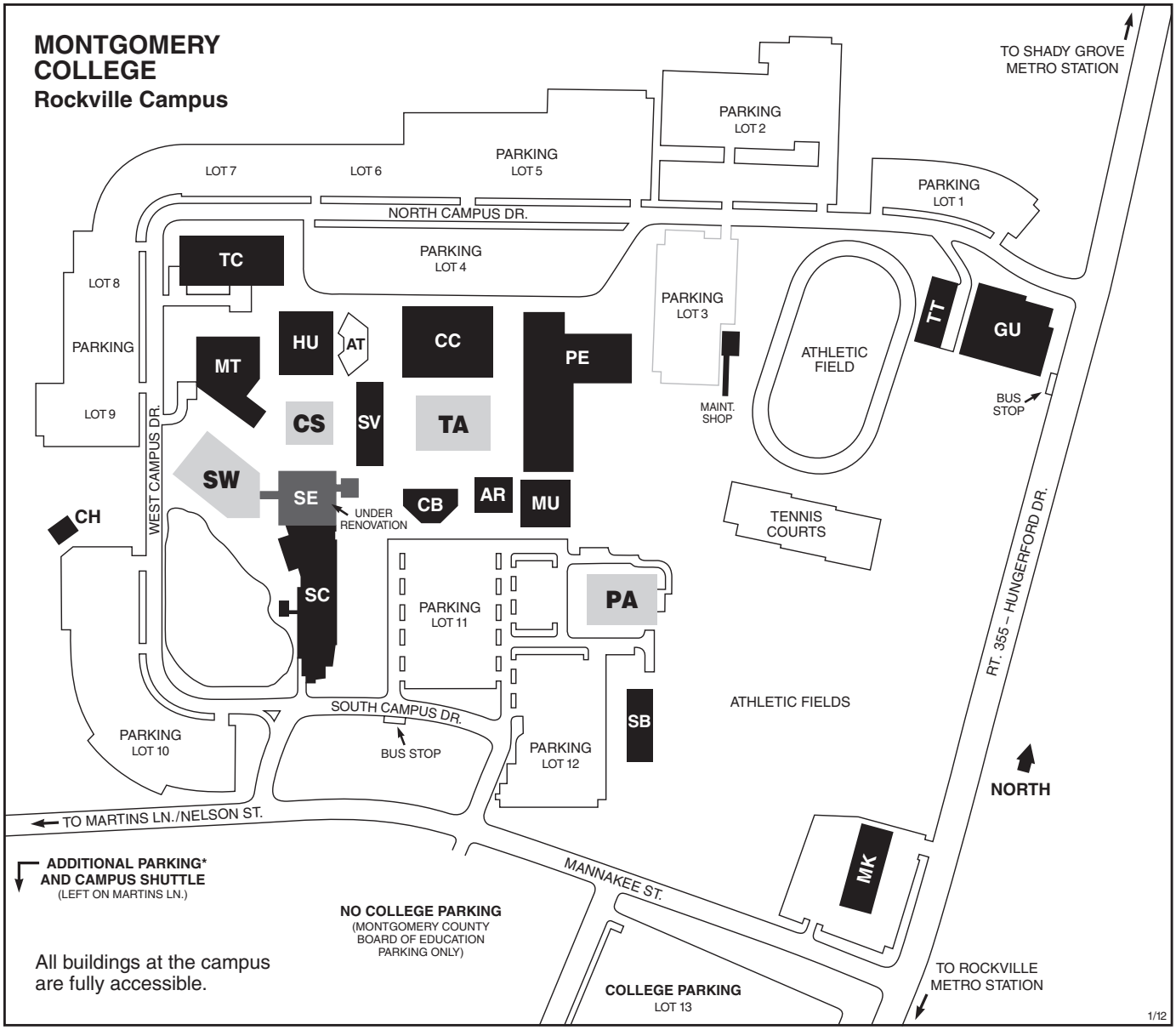
AFACCT '12 Conference Proceedings*:** All presenters are invited to submit their presentation manuscripts for publication in the ***22nd Annual AFACCT Conference'12 Proceedings. After giving your presentation, go to the Registration Desk to pick up a copy of ***Guidelines for Proceedings***, or go to the AFACCT Conference website for details:
http://www.afacct.csmd.edu/conference22/conference22_home_template.html

Copies of past years' *Conference Proceedings* are available on AFACCT's website:
http://www.afacct.csmd.edu

AFACCT Conference 2013: Mark your calendars and plan to attend our next AFACCT conference on **January 10 and 11, 2013,** at Frederick Community College. Full details will be published on the AFACCT website.

1/2/12

MONTGOMERY COLLEGE
Rockville Campus Map



Montgomery College
Rockville Campus
51 Mannakee Street
Rockville, MD 20850
240-567-5000
TTY 301-294-9672
www.montgomerycollege.edu

For updates to campus maps, visit www.montgomerycollege.edu/maps.

Rockville Campus Legend of Buildings

(as of January 2012)

AR Paul Peck Art Building
AT Amphitheatre
CB Counseling and Advising Building (Security Office)
CC Campus Center (Workforce Development & Continuing Education)
CH Child Care Center
CS Computer Science Building
GU Homer S. Gudelsky Institute for Technical Education
HU Humanities Building
MK Mannakee Building (Central Services)
MT Gordon and Marilyn Macklin Tower
MU Music Building
PA Robert E. Parilla Performing Arts Center
PE Physical Education Center
SB South Campus Instruction Building
SC Science Center
SE Science East Building (under renovation)
SV Student Services Building (Admissions Office)
SW Science West Building
TA Theatre Arts Building
TC Technical Center
TT Interim Technical Training Center

* Parking at Rockville Municipal Swim Center. Take Mannakee Street to left on Martins Lane.

Montgomery College

Central Administration
Office of Facilities
40 W Gude Drive, Suite 200
Rockville, Md 20850
Telephone: (240)-567-7383

Drawn By: EHE	Ckd By:
Designed By:	Approved By:

Notes

No.	Description	Date

Revisions

Location Map

Project Title
SCIENCE WEST

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GROUND
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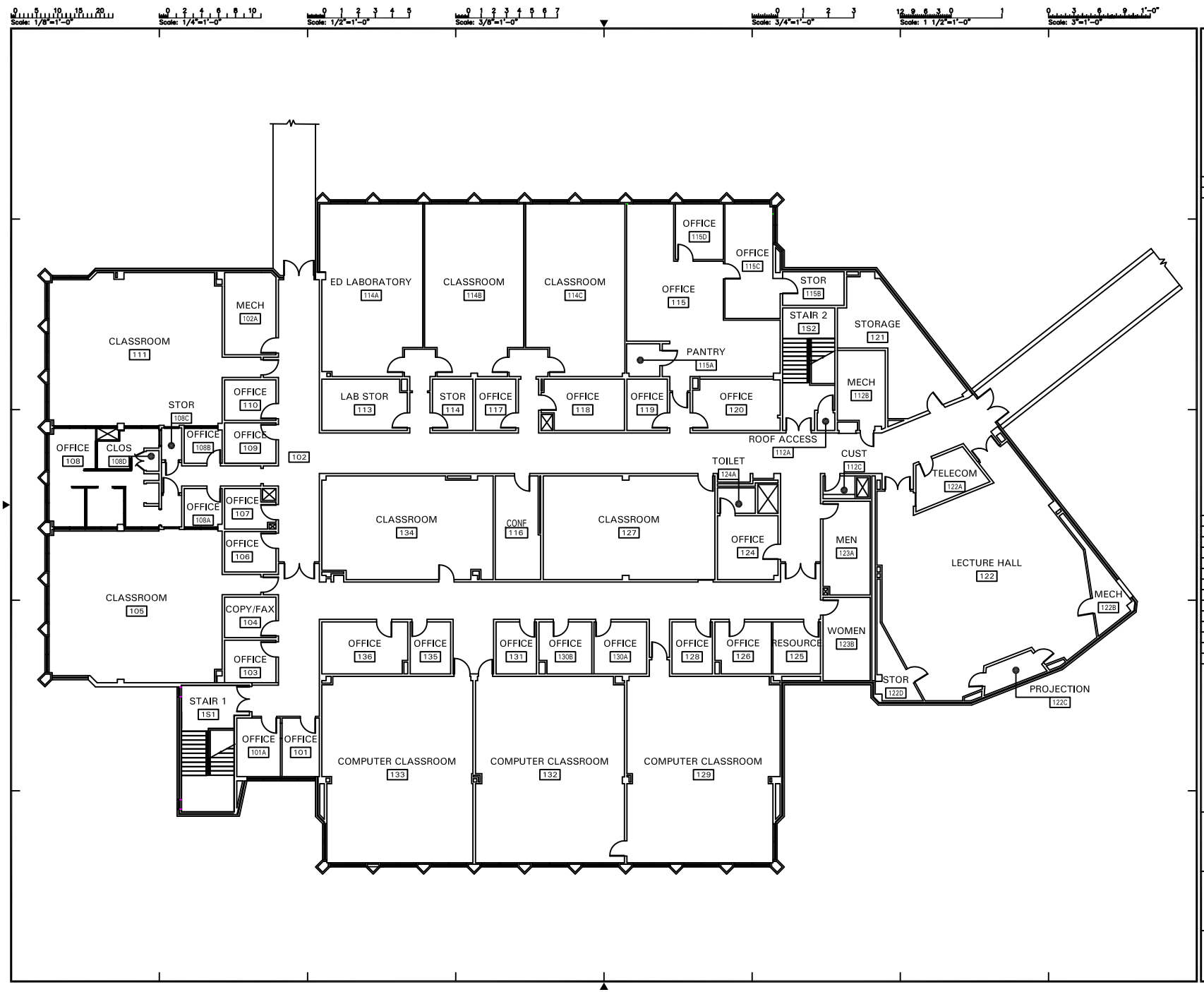

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Notes

No.	Description	Date
Revisions		

Location Map

Project Title
SCIENCE WEST

Drawing Title
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FLOOR PLAN

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Project No. | Drawing Number

Date
09/01/11

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