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## Greetings From the AFACCT Coordinator

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The November *Communitas* features the preliminary program schedule for the 22nd Annual AFACCT Conference to be held January 5–6, 2012 at Montgomery College’s Rockville Campus. This preliminary program will be updated on line periodically as changes occur.

AFACCT was first established in 1984 by faculty leaders and the chief academic officers (CAOs) of Maryland’s community college. This faculty-run organization, with support from the CAO’s plans and provides annual conferences for faculty members throughout Maryland.

This year’s conference topic is “Engaging is the New Community College Demographic—The Challenges Faculty Face.” Due to the changing student demographic, faculty are now facing classrooms with 3 or 4 generations of students. We have had an outstanding response from faculty willing to share their knowledge, research and expertise. One hundred and eight presentations are scheduled this year, including seven poster presentations with a wonderful diversity of topics and representation from multiple disciplines. If you have been thinking about sharing your experiences abroad there will be presentations each day on Fulbright opportunities. How are these multigenerational classrooms collaborating? Learn skills for incorporating group projects as well as dealing with incivility. The array of topics barely leaves a stone unturned. As you can see, this AFACCT conference is a great professional development opportunity for all of us to collaborate, network, and share our expertise.



*Dr. Coleen Weil*

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). Please contact Carla Parrish Ward for more information regarding DEAM (<[president@mddeam.org](mailto:president@mddeam.org)>) and Donna Sperry (<[DonnaS@csmd.edu](mailto:DonnaS@csmd.edu)>) for more information regarding MMATYC.

Our keynote speaker for Thursday, January 5th is Dr. DeRionne Pollard, President of Montgomery College since August 2, 2010. President Pollard is committed to empowering students to change their lives. Her involvement in the “New Community College Demographic” and commitment to students is evident in her bi-weekly podcast—a wonderful campus connection.

Our keynote speaker for Friday, January 6th is Dr. Rebecca (Becky) Cox. Her research interests are related to issues of equity and postsecondary opportunity. Her most recent book, *The College Fear Factor: How Students and Professors Misunderstand One Another* (Harvard University Press) has been the topic of multiple faculty development workshops. The topic of her presentation will be “Beyond the Fear Factor”. Take the opportunity after her address to ask questions and discuss her book.

Plan to attend the AFACCT Conference on January 5–6, 2012, at Montgomery College in Rockville, Maryland.



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We invite you to submit articles on your classroom teaching/learning successes, current educational topics that you want to share, and your professional achievements. Send photos related to your article and one of yourself for publication. We invite articles from all disciplines.

# Keynote Speakers



**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 formerly served as president of Las Positas College in Livermore, California. 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.



**Dr. Rebecca Cox**

Rebecca (Becky) Cox, author of *The College Fear Factor: How Students and Professors Misunderstand One Another*, based the theme of her 2009 book on five years of interviews and observations of faculty members and their students at community colleges.

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.

Dr. Cox earned an AB from Princeton University and an MA in Art History from the University of Texas at Austin currently teaches graduate students in Education Leadership at Seton Hall University (NJ). She 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.



# AFACCT 22nd Annual Conference Montgomery College—Rockville, January 5–6, 2012

## Preliminary Program of Peer Presentations

**Day 1: Thursday, January 5, 2012**

**Session 1: 9:00 a.m.–10:10 a.m.**

### ***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

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**Day 1: Thursday, January 5, 2012**

*continued from pg. 3.....*

*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: Deborah Wrobel and Chris Jones  
*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

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**Day 1: Thursday, January 5, 2012**

*continued from pg. 4.....*

*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

jpbbarbour@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. DeRionne P. Pollard, Ph.D. Robert Parilla Performing Arts Center**

**Day 1: Thursday, January 5, 2012**

**Session 2: 11:40 a.m. – 12:50 p.m.**

**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.

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**Day 1: Thursday, January 5, 2012**

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**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, long with examples will be presented.

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**Day 1: Thursday, January 5, 2012**

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**Session 2.6 (Room SW-14)**

Jennifer Gertz, Reading and English, Carroll Community College, [jgertz@carrollcc.edu](mailto:jgertz@carrollcc.edu)

Co-Presenter: Jennifer Dunn, [jdunn@carrollcc.edu](mailto: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](mailto: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 2.9 (Room SW-105)**

Stephen Kabrhel, Biology, The Community College of Baltimore County, [skabrhel@ccbcmd.edu](mailto:skabrhel@ccbcmd.edu)

Co Presenters: Ewa Gorski, CCBC, Biology, [egorski@ccbcmd.edu](mailto:egorski@ccbcmd.edu), J. Ellen Lathrop-Davis, CCBC, Biology, [elathrop@ccbc.edu](mailto: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 2.10 (Room SW-111)**

Diane Wittig, Developmental Education, Carroll Community College, [dwittig@carrollcc.edu](mailto: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 2.12 (Room SW-114-C)**

Ivonne Bruneau-Botello, Spanish, Montgomery College, [Ivonne.botello@montgomerycollege.edu](mailto:Ivonne.botello@montgomerycollege.edu)

Co-Presenter: Fabian Faccio, Spanish, Montgomery College, [Fabian.faccio@montgomerycollege.edu](mailto: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.

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**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.

**Session 2.15 (Room CS-017)**

**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.

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**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 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 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*

The poster 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)**

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

Co-Presenter: Sam Chatmon, Biology, Montgomery College, samuel.chatmon@montgomerycollege.edu

*Teaching Molecular Biology Techniques To Community College Students. Use of the GNBI Gene to Introduce Molecular Biology Techniques*

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*to Students* This poster provides the details of our laboratory exercise which uses the guanine nucleotide binding protein 1 (GNB 1) combined with mammalian tissue culture to teach students about the polymerase chain reaction (PCR) and DNA sequencing. The students analyze both the genomic sequence and the protein sequence of the gene using several bioinformatics tools. Also, the students analyze the structure of this gene across species and tissues in this exercise.

**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**

**Session 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

*Microaggressions 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 3.3 (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.

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**Day 1: Thursday, January 5, 2012**

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**Session 3.5 (Room SW-12)**

Vicki Cone, Librarian, Anne Arundel Community College, [vdcone@aacc.edu](mailto: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 3.7 (Room SW-16)**

Yvette Dodson, Education, College of Southern Maryland, [yddodson@csmd.edu](mailto:yddodson@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](mailto:bsgarrett@aacc.edu)

Co-Presenter: Beth Hadley, Instructional Specialist/Student Advisor, [bbhadley@aacc.edu](mailto: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](mailto: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](mailto: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)**

Paul Billeter, Biology, College of Southern Maryland, [paulb@csmd.edu](mailto: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.

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**Day 1: Thursday, January 5, 2012**

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**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 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**

**Session 4: 3:10 p.m. – 4:20 p.m.**

**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*

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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.

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**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-111)**

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 4.11 (Room SW-114-B)**

Chrystal Mincey, English, Prince George's Community College, minceyrc@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 4.13 (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.

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**Session 4.14 (Room SW-134)**

Anne Davis, Sciences/Biology, Carroll Community College, [adavis@carrollcc.edu](mailto: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.

**Session 4.15 (Room CS-017)**

Janice Lathrop, Library, Anne Arundel Community College, [Jmlathrop1@aacc.edu](mailto:Jmlathrop1@aacc.edu), Co-Presenter: Jessica Rabin, English

*Assessing Sources Students Select for Research Papers*

English department faculty bring classes to the library for information literacy instruction; librarians encourage students to use reliable resources found within the library catalog and databases. This project I reviewed bibliographies submitted with research papers from ENG 112/121 classes to assess the kinds of resources students use and the degree to which they utilize reliable sources rather than open web sources. Results of the study led to creation of a rubric for research assignments that support student success.

**Day 2: Friday, January 6, 2012**

**Session 5: 9:00 a.m. - 10:10 a.m.**

**Session 5.1 (Room SW-03)**

Craig Swanson, Anatomy & Physiology, Carroll Community College, [cswanson@carrollcc.edu](mailto:cswanson@carrollcc.edu)

Co-Presenter: Francois Derasse, Anatomy & Physiology, Carroll Community College, [fderasse@carrollcc.edu](mailto: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](mailto: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](mailto:lyoo@howardcc.edu)

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

Presentation Description: 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.

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**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, reroock@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 2000's, 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*

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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.edu

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*

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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 (Room SW-127)

Abner Mintz, Chemistry, Montgomery College, [Abner.mintz@montgomerycollege.edu](mailto: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.

Session 5.14 (Room SW-134)

Karen Myers, Nursing, Wor-Wic Community College, [kmyers@worwic.edu](mailto: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 CS-017)

Aubrey Mishou, English Literature and Composition, Anne Arundel Community College, [almishou@aacc.edu](mailto: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.

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

**Day 2: Friday, January 6, 2012**

**Session 6: 11:40 a.m.-12:50 p.m.**

Session 6.1 (Room SW-03)

Robin Young, Allied Health and Nursing, College of Southern Maryland, [robiny@csmd.edu](mailto:robiny@csmd.edu)

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

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**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.

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**Session 6.7 (Room SW-16)**

Jeffrey Scott, Geospatial Applications, Community College of Baltimore County, [sjeffrey@ccbcmd.edu](mailto:sjeffrey@ccbcmd.edu)

Co-Presenter: Jaime Alvarez, CCBC, [jalvarez@ccbcmd.edu](mailto: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](mailto: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](mailto:president@mddeam.org), <http://www.mddeam.org/index.html>

DEAM 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](mailto: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.

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**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, DC 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 Stemmler, Chemistry, Hagerstown Community College, jstemmler@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 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.

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**Day 2: Friday, January 6, 2012**

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**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.

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**Day 2: Friday, January 6, 2012**

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**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, orion-dye@hotmail.com

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

The poster 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)**

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

Co-Presenter: Sam Chatmon, Biology, Montgomery College, Samuel.chatmon@montgomerycollege.edu

*Teaching Molecular Biology Techniques To Community College Students. Use of the GNB1 Gene to Introduce Molecular Biology Techniques to Students.*

This poster provides the details of our laboratory exercise which uses the guanine nucleotide binding protein 1 (GNB 1) combined with mammalian tissue culture to teach students about the polymerase chain reaction (PCR) and DNA sequencing. The students analyze both the genomic sequence and the protein sequence of the gene using several bioinformatics tools. Also, the students analyze the structure of this gene across species and tissues in this exercise.

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

**Day 2: January 6, 2012**

**Session 7: 1:50 – 3:00 p.m.**

Session 7.1 (Room SW-03)

Marcia Bronstein, English/ESL, Montgomery College, [Marcia.bronstein@montgomerycollege.edu](mailto: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 7.10 (Room SW-111)**

Teresa McCullough, mathematics, Montgomery College, [teresa.mccullough@montgomerycollege.edu](mailto: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)**

Adrienne Stapp, TESOL/Adult Education, Hagerstown Community College, [alstapp@hagerstowncc.edu](mailto:alstapp@hagerstowncc.edu)

*Retention in an Every Changing Student Population*

I plan to present on the challenges that arise from the every changing student population. In both ESL and Adult Education, students of every age are returning to school. The student makeup is multi-cultural and ever changing. This is an exciting challenge for the teacher who is interested in student centered learning. This presentation will address how to meet their needs which can result in great retention results.

**Session 7.12 (Room SW 114-C)**

Debra Poese, Mathematics, Montgomery College, [Debra.poese@montgomerycollege.edu](mailto: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.)

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**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 7.2 (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.

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**Session 7.5 (Room SW-12)**

Brian Weber, English/History, Anne Arundel Community College, [bmweber@aacc.edu](mailto: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](mailto: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](mailto: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](mailto:Lawilson6@aacc.edu)

Laura Cordova, Spanish, Frederick Community College, [lcordova@frederick.edu](mailto: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](mailto:walt@wrwood.com)

*Promoting Quantitative Literacy in College Mathematics Classes*

Presentation Description: 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 online media that they choose. We will look at techniques by which the credibility of the online media can be determined.

