

Critical Thinking, Critical Teaching

Program of Presentations

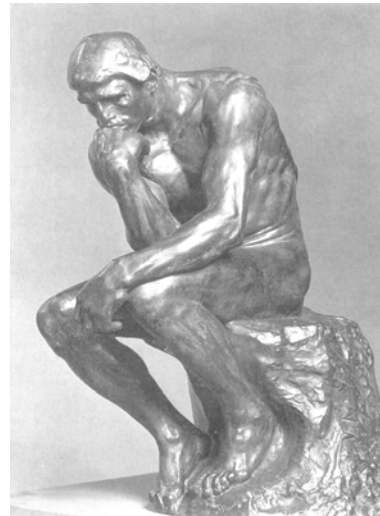
January 11 and 12, 2007
Harford Community College, Bel Air, Maryland

For community college faculty members throughout Maryland, the annual AFACCT conference represents a rewarding opportunity to develop professional skills and knowledge, to share research and expertise, and to network with others in their teaching disciplines.

This year's 17th Annual Conference focuses on the theme of "**Critical Thinking, Critical Teaching**," a subject that is again prompting interest and discussion among higher education faculty across the nation. Along with peer presentations that focus on this theme, many other presentations delve into topics of great significance and currency.

The keynote speaker for Thursday, January 11, is Dr. John Chaffee, Professor of Philosophy at LaGuardia College of the City University of New York. Dr. Chaffee has developed a nationally recognized interdisciplinary program in Philosophy and Critical Thinking.

On Friday, January 12, day two of the conference, our featured Keynote address is a panel discussion by distinguished faculty from Maryland community colleges who will debate, discuss, and inquire into the nature of critical thinking in today's community college. Dr. James Bell (*Howard Community College*) will be the moderator of a panel that includes professors Terry Bridger (*Prince George's Community College*); Elaine Bishop Kennedy (*Wor-Wic Community College*); Cynthia Horton (*Cecil Community College*); and William Peirce (*Prince George's Community College*).



The Thinker (Auguste Rodin)

The many presentations described in this program should give even the most veteran faculty something new to think critically about as the spring semester '07 begins.

Welcome, and thanks for joining us at AFACCT's seventeenth annual conference. I hope you enjoy your experience in attending the conference as much as your colleagues have had in preparing their presentations and activities.

Best wishes,

--Your AFACCT
Representatives

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 Chief Academic Officers of the Maryland community colleges, whose liaison is Ann Smith, Dean of Career and Technical Education at the College of Southern Maryland.

The AFACCT Board of Representatives: 2006-07	
Allegany CC	Debbie Frank, Hospitality Management
Anne Arundel CC	Suzanne Spoor, English and Women's Studies
Baltimore City CC	Grace E. McNeal, Nursing
Carroll CC	Alan Bogage, Library Director, English Adjunct
Cecil CC	Nancy Cannon, Reading
Chesapeake College	Stan Kajs, Humanities Cathy Sewell, Academic Support Center
CCBC - Catonsville	Nelda Nix-McCray, Sociology
CCBC - Dundalk	Bernadette Low, English
CCBC - Essex	David Thorndill, Biology
Frederick CC	
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Montgomery College - Rockville	Shah Mehrabi, Economics
Prince George's CC	Marilyn Pugh, Economics, Director of the Center for Academic Resource Development (AFACCT Assistant Coordinator)
College of Southern Maryland	Richard J. Siciliano, Languages & Literature (AFACCT Coordinator)
Wor-Wic CC	Colleen Weil, Nursing, (AFACCT Secretary)
Maryland Community Colleges Chief Academic Officers	Andrea L. Smith (MCCCAO liaison), Dean, Career and Technical Education, College of Southern Maryland

Conference Notes...

- **Keynote speaker:** On day #1, Dr. John Chafee, will be available after his talk (room SC241) for a discussion of his ideas and to answer questions about his latest publications, which will also be available for purchase. (See the description below for Session 1.12).
- **Poster/PowerPoint/Web Site Displays:** As in past AFACCT conferences, several Poster/PowerPoint/Web Site Displays have been scheduled in several rooms in Bel Air Hall. Presenters will be available in these rooms to answer your questions during two session times: Thursday (Session 1.13) from 10:45 – 11:45a.m., and again on Friday (Session 5.11) from 8:30 a.m. – 9:30 a.m.
- **Publishers Textbook Display:** In the Student Center, Prentice Hall/Pearson Publishing, Inc. is again displaying its textbooks for community colleges in many disciplines. AFACCT wishes to thank Pearson's representatives for their continued support of our conference and particularly for its sponsorship of the conference breakfasts.
- **Breakfasts and Lunches:** Among the many highlights of AFACCT conferences throughout the years is the food (both breakfasts and lunches) included in the Conference fee. This year, AFACCT is pleased to continue the tradition of great food service, with "healthy choice" options for both breakfasts and a hot lunches. Thursday's lunch will be chicken and vegetarian Alfredo; Friday's lunch is a crab cake platter, or for vegetarians, pasta primavera with salad. Coffee and tea will be available both mornings and afternoons in the Globe Café (Student Center).
- **Conference Giveaway Door Prizes:** One of the features of AFACCT conferences is that almost every conference attendee leaves with a door prize. AFACCT will be giving away theater tickets, books, and other merchandise from Maryland community college bookstores. Each day of the conference, winners will be drawn at random from the list of attendees, and their names will be posted on the Information Board at Registration. Visit the Conference Registration desk (room SC243) 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. (Go to the [Donor Page](#) at the end of this program).
- **Presenter Gifts:** Each session presenter is entitled to a gift in appreciation for the work you did to prepare your presentation. Again, visit the Registration Desk to pick up your gift.
- **Conference Evaluation:** To enable the AFACCT Board of Representatives to continue to offer quality conferences, you are urged to complete a conference evaluation, along with individual evaluations for each session you attend. Hand in your evaluations at the Registration Desk (SC243) and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better.
- **The AFACCT Mug:** The mug has become a tradition at each annual conference. Every conference attendee gets one, so pick up yours at the Registration Desk when you complete a conference evaluation form.

Room Guide:

<p>Bel Air Hall (B)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms B101, B104, B201, B202, B207, B208, B209, B227, B235, B240, B236, B241, B242, B243 	<p>Havre de Grace Hall (H)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms H206, H207, H208, H209, H212 <p>Chesapeake Center Theater (C)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Welcoming remarks, Keynote Speaker (day#1) <input type="checkbox"/> Keynote Panel: Critical Thinking & Community College Student (day#2) 	<p>Student Center (SC)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration: Rm SC243 (Upstairs in the Student Center) <input type="checkbox"/> Lunch: The Globe Café (downstairs) <input type="checkbox"/> Room SC241.
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Program at a Glance: Thursday, January 11, 2007

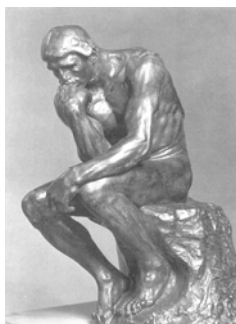
Presentation sessions are scheduled in the buildings listed above. Please refer to the Harford Community College campus map at the back of this program for locations.

7:30-9:00 a.m.	Registration and Continental Breakfast: Student Center (SC) – upstairs
8:30 a.m. – 5:00 p.m.	Publishers’ Exhibits (SC)
9:00 a.m. – 10:40 a.m.	Conference Welcome, Keynote speaker (Chesapeake Theater)

Session 1 Presentations		Subject/Discipline	Presenter	Room
10:45 a.m.-11:45 a.m.	1.1	Teacher Education	Muringani	B243
	1.2	Mathematics	Brown, Robert	B201
	1.3	Philosophy	Plants	B202
	1.4	Psychology	Bell	B240
	1.5	...	Allworth ... <i>cancelled</i> ...	B208
	1.6	Fine Arts, Humanities	Bankins-Bush	B227
	1.7	Communication	Poznanski	H212
	1.8	English	Sikorski	H206
	1.9	Fine Arts, Humanities	Berringer, Brew	H207
	1.10	English	Santangelo, Darraj	H208
	1.11	Sociology	Bryant	H209
	1.12	Critical Thinking	Chaffee	CC Theater
	1.13	Poster/PPt/Web Display		<i>Bel Air Hall:</i>
		Mathematics: 1.13A	McCue, Schulz	B101
	1.13..	Miller ... <i>cancelled</i>	
	Biology: 1.13B	Repka, Luquette	B207	
	Graphic Design: 1.13C	Smith	B209	
	Psychology: 1.13D	Nwafor	B104	
Lunch: Student Center Globe Café 11:50 a.m. – 1:10 p.m.	<p>During lunch, you may meet with faculty colleagues who teach in your academic disciplines. Table markers will show you the way. Or, depending on the weather, you may also wish to eat <i>al fresco</i> on Harford CC’s new patio.</p> <p>Note: The Special Interest Group (SIG) Lunch meeting of DEAM (Schulz) is scheduled for noon on Friday, room SC241 (upstairs from the Globe Café).</p>			

Program at a Glance: Thursday, January 11, 2007 (continued)				
Session 2 Presentations		Subject/Discipline	Presenter	Room
1:15 p.m. - 2:15p.m.	2.1	Mathematics	McCue, Subocz	B243
	2.2	Information Literacy	Baugh, Loeb, Stone	B201
	2.3cancelled...	B202
	2.4	Physics/Pedagogy	Fanelli	B240
	2.5	Psychology/Pedagogy	Bell	B208
	2.6	Chemistry/Pedagogy	Sinex	B227
	2.7	Critical Thinking	Gross	H212
	2.8	Sociology	Bryant	H206
	2.9	Sciences/Pedagogy	Gardner, Loukides, Sherer	H207
	2.10	Nursing/Pedagogy	Garrett	H208
	2.11	Critical Thinking	Harrell, Drain	H209
Session 3 Presentations		Subject/Discipline	Presenter	Room
Thursday, 2:30-3:30 p.m.	3.1	Critical Thinking	Nix-McCray	B243
	3.2	Pedagogy	Johns, Parsons	B201
	3.3	Allied Health	Perry, Fedrizzi	B202
	3.4	Mathematics	Dove, Peisen, <i>et al</i>	B240
	3.5	Mathematics	Farinelli	B208
	3.6	Pedagogy	Herb	B227
	3.7	Psychology/Pedagogy	Bayar	H212
	3.8	Business	Gandy	H206
	3.9	Biology	Murphy, Nickerson	H207
	3.10	Information Literacy	Binnie, Whitlock	H208
	3.11	English	Jones, Ferrand	H209
	3.12	Mathematics	Poese, Shaw	B241
Session 4 Presentations		Subject/Discipline	Presenter	Room
Thursday, 3:45-4:45 p.m.	4.1	History/critical thinking	Trauth, Childs, Robinson	B235
	4.2	Mathematics	Cuneo	B201
	4.3	Wellness	Crowley	B202
	4.4	Statistics	Kolb	B208
	4.5	Sociology	Brewer, Archer	H212
	4.6	Mathematics/Pedagogy	Ashby, Loeffler	H206
Friday, January 12, 2007				
7:30-9:00 a.m. Day#2 Registration: Room SC 243. Continental Breakfast: Student Center, Globe Café				
Session 5 Presentations		Subject/Discipline	Presenter	Room
Friday, 8:30-9:30 a.m.	5.1	Pedagogy	Paulson	B201
	5.2	Mathematics	Mirbaha, King	B240
	5.3	English Literature	Gerstle	H207
	5.4	Instructional Resources	Harris, Dorman, <i>et al</i>	H208
	5.5	...	Brown, R. ...cancelled...	...
	5.6	English	Snodgrass	B227
	5.7	Physics	Wyant	B208
	5.8	Critical Thinking	Gamber, Shimek	B241
	5.9	Critical Thinking	Bridger	B202
	5.10	Physiology	Wright	H209

Friday, January 12, 2007 (continued)				
Day/Time		Subject/Discipline	Presenter	Room
Friday, 8:30-9:30 a.m.	5.11	Poster/PPt/Web Displays Mathematics: 5.11A Biology: 5.11B Graphic Design: 5.11C Psychology: 5.11D	McCue, Schulz Repka, Luquette Smith Nwafor	Bel Air Hall B101 B207 B209 B104
Friday, 9:45-11:00 a.m.	Keynote/Panel Discussion: Critical Thinking in the Contemporary Community College			Chesapeake Center Theater
Friday, 11:15 a.m. - 12:15 p.m.	6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 6.10 6.11 6.12	Sociology Mathematics-meeting Pedagogy Pedagogy/Languages Critical Thinking/Art Pedagogy/English Information Literacy Academic Integrity English Composition Critical Thinking/Art Pedagogy Reading-meeting	Bryant Sandruck Grabowski Miller Price Johnson Gabriel-Tucci, Lathrop Penn de Martinez, Cotter Kranidis Venne, Rode Williams Tittle	B240 H208 H207 H206 B243 B227 B208 B242 B202 B201 H209 B241
Lunch: Student Center Globe Café 12:15 p.m. – 1:20 p.m.	During lunch, you may meet with faculty colleagues who teach in your academic disciplines. Table markers will show you the way. Or, depending on the weather, you may also wish to eat <i>al fresco</i> on Harford CC's new patio.			
Friday, 12:20 p.m. - 1:20 p.m.	DEAM Executive Board lunch meeting		Schultz	SC241
Friday, 1:30 p.m. - 2:30 p.m.	7.1 7.2 7.3 7.4 7.5 7.6	Careers Nursing Pedagogy Mathematics/Pedagogy Critical Thinking Critical Thinking	Taylor, Ruck Farina, Higgs Daniels-Bacchus Tupper, Leitherer, <i>et al.</i> Peirce Steinberg	B227 B208 B201 H206 B202 B240



**Conference '07 Presentations
Thursday, January 11, 2007**

7:30 a.m. – 9:00 a.m. **Registration** (Student Center, SC-243) & **Continental Breakfast** (in the Globe Café, compliments of Alice Barr, Prentice Hall/Pearson Publishing, Inc.)

Breakfasts by Discipline: On both days of the conference, tables will be set aside for faculty from similar teaching disciplines to have breakfast and share information about the subjects they teach: English, mathematics, history, political science, physics, chemistry, etc.

8:30 a.m. – 5:00 p.m. (Student Center)
Publisher's Exhibits (Prentice Hall/Pearson Publishing, Inc.)

9:00 a.m. **Conference Welcome**, Avery Ward, AFACCT Representative and Conference Chairman, Harford Community College (Chesapeake Center Theater)

9:05 a.m. **Welcome Address**, by James F. LaCalle, President of Harford Community College (Chesapeake Center theater)

9:15 a.m. **Introduction of the keynote speaker**, Richard J. Siciliano, AFACCT Coordinator

9:20 a.m. – 10:30 a.m.
Keynote Speaker, **John Chaffee**, of La Guardia College of the City University of New York, NYC.



Dr. Chaffee has developed a nationally recognized interdisciplinary program in Philosophy and Critical Thinking involving 30 faculty and 3000 students annually.

Earning his B.S. from Johns Hopkins University in Baltimore, and his Ph.D. in Philosophy at the New York University, Dr. Chaffee is the author of *Thinking Critically 8/e* (2006), *The Philosopher's Way* (2005), *Critical Thinking, Thoughtful Writing 3/e* (2004), and *The Thinker's Way* (1998). He has also created two websites: <http://www.laguardia.edu/philosophy> and www.thinkingworld.com

**Session 1: Thursday, January 11, 2007
10:45 a.m. – 11:45 a.m.**

Session 1.1. (Room B243)

Nicole Muringani, Teacher Education, *Prince George's Community College*.

Resource or Burden? Critical Thinking and Reading in Community College Classrooms

Is the responsibility of teaching students to read only that of the developmental/remedial departments? Every discipline has a language and structure unique to itself. It is often taken for granted that students will “automatically” know or learn that language and structure. Community college faculty should know there is a good chance that many of their students will be foreign born, career changers, and/or very unfamiliar with reading in their particular disciplines for a variety of other reasons. This presentation will address the relationship between access to academic success and reading across the disciplines, while presenting practical interdisciplinary strategies for increasing student success with textbooks and other readings.



Session 1.2. (Room B201)

Robert Brown, Mathematics, *Carroll Community College*

Demonstration of the Wireless Interwrite SchoolPad

Are you interested in the functionality of the Smart Board technology, but the design of your classroom made the use of one impractical? Carroll Community College has implemented the InterWrite SchoolPad in many of its classrooms. This wireless SchoolPad is inexpensive and lightweight and has the same functionality as the Smartboard but can be used in ANY room that already has a computer and LCD projector. Come see a demonstration of the SchoolPad in action from one of Carroll's mathematics faculty!



Session 1.3. (Room B202)

Nicholas Plants, Philosophy, *Prince George's Community College*

Truth and Validity in Critical Thinking

It is as crucial for those of us teaching critical thinking to thoroughly understand the distinction between form and content as it is for us to convey the significance of this distinction to our students. The form/content distinction comes into play within critical thinking in the form of the often

confusing distinction between truth and validity. No less than its students, teachers of critical thinking commonly assume that truth is equivalent to validity. As are many assumptions, this one is mistaken. Understanding exactly why such is the case is confusing, however, and so requires thorough and sustained consideration. The aim of this presentation is to engage in such consideration.



Session 1.4. (Room B240)

Jim Bell, Psychology, *Howard Community College*

How do Social Scientists Teach Critical Thinking?

Come share how you and your departments are helping students to become critical thinkers. How do you teach students to think critically?



Session 1.6. (Room B227)

Dora Bankins-Bush, Fine Arts & Humanities, Social Sciences, *College of Southern Maryland*

Making Connections: Cross Curriculum Student Success Tools

This presentation will focus on ways to make all students successful. It will discuss ways of involving the students in class as facilitators and will introduce to faculty a variety of tools to use for student engagement. The presentation will also briefly discuss student test taking. It will pose and answer the question of what format is most successful. No matter what the age or ability level, all students can think critically and use certain advantages in any area of study. If a student learns the material, everyone has success.



Session 1.7. (Room H212)

Nadine Poznanski, Communication, *College of Southern Maryland*

Constructing the Message: A Lesson Plan Approach

Have you ever wondered why some people come across in lecture and discussion with more clarity than others? One reason is because they think critically about how they want to construct the message of the lesson. We'll discuss a variety of approaches to constructing a coherent message such as audience analysis, context analysis, and structuring the ideas in the message.

Session 1.8. (Room H206)

Grace Sikorski, English and Women's Studies, *Anne Arundel Community College*

Teaching Critical Thinking through a Simulated Homicide Investigation and Mock Trial

How can we arouse curiosity, provoke debate, cultivate critical thinking skills, and foster principles of personal ethics among students in our writing classes? This session will describe one approach that asks students to step into the shoes of detectives, witnesses, lawyers, jurors, and judges in cases drawn from literature by writers as diverse as William Shakespeare, Susan Glaspell, Nella Larsen, and Albert Camus.



Session 1.9. (Room H207)

Jennifer Berringer, Fine Arts-Interdisciplinary Arts; **Charles Brew**, Multi-media Visual Arts, *Prince George's Community College*

Visual Literacy: Homer to Homer Simpson

What does it mean to be visually literate in the 21st Century? What is a nine inch nail? A phone booth? Take a fun-filled visual quiz and explore the ever-expanding world of visual data.



Session 1.10. (Room H208)

Meredyth Santangelo, English; **Susan Muaddi Darraj**, English, *Harford Community College*

Critical Thinking in Online Class Discussions

Active discussions are central to creating a strong online classroom environment. They are also necessary to develop and foster critical thinking. How can we structure and facilitate these online discussions?



Session 1.11. (Room H209)

Maria Bryant, Sociology, *College of Southern Maryland*

Sociology Textbooks and the Puerto Rican Experience

This presentation will explore the depiction of Puerto Ricans in introductory sociology textbooks 1987-2003.



Session 1.12. (Room: Chesapeake Center Theater).
John Chaffee, keynote speaker

Meet the Speaker

Meet the keynote speaker in a more personal setting. Discuss the issues raised in his keynote address. Dr. Chaffee's publications will be available for purchase.



Session 1.13. Poster Sessions/PowerPoint/Web Displays
10:45a.m. – 11:45a.m.
Bel Air Hall
(These displays are repeated in session 5.11 on Friday, 8:30a.m. - 9:30a.m.)

Poster Session 1.13A (Room B101)
Janice McCue, Developmental Mathematics, *College of Southern Maryland*; **Karyn Schulz**, Developmental Education, DEAM President, *University of Baltimore*

Get to Know DEAM

Stop by and visit. Find out more about the Developmental Education Association of Maryland (DEAM). Board members will be on hand to share information about the professional development and networking opportunities this professional group provides for those involved in developmental education at the post-secondary level.



Poster Session 1.13B (Room B207)
Ann Repka, Biological Sciences; **Debby Luquette**, Biological Sciences, *Howard Community College*

The Devil in the Dark: Case Studies Bring Biology to Life

Before critical thinking can begin, students need to be enticed by and engaged in the material. A case study approach is an excellent way to start this process. This poster display will present case studies used in two different courses, environmental science and anatomy and physiology to illustrate how this approach can be adapted to different disciplines.



Poster Session 1.13C (Room B209)
Ellen Smith, Graphic Design Technology, *Hagerstown Community College*

Self-Promotion for the Graphic Design Program

This project turned into a great self (graphic design technology) promotion idea for the presenter. Using a student-made assignment from her graphic design II class, the presenter framed the posters for Martin Luther King Day. The posters were on display at the event, around the campus, in the lab, and the ATC building. In short, this one project made everyone on campus aware of this new (now ongoing) graphic design technology program.



Poster Session 1.13D (Room B104)
Ann Nwafor, Psychology, *Harford Community College*

Teaching Culturally Sensitive Material in a Politically Correct World

This display will suggest how to present and teach culturally sensitive subject matter in a way that facilitates critical thinking for students and reduces bias and anxiety on the part of the instructor.

Thursday's lunch is served in the Globe Café (Student Center)

11:50 a.m. – 1:10 p.m.

Session 2: Thursday, January 11, 2007
1:15 p.m. – 2:15 p.m.

Session 2.1. (Room B243).
Janice McCue, Mathematics; **Sue Subocz**, Instructional Design, *College of Southern Maryland*.

"Let's Figure This Out:" Critical Thinking in Developmental Math Class.

Active Learning, Critical Thinking, Writing Across the Curriculum - They're All Here! Participants will use a ten-minute activity that can help students assess their comprehension, synthesize information, articulate their understanding, and clear up misunderstandings. Find out how "Figuring This Out" is helping students learn in developmental math classes.

Session 2.2. (Room B201).

Jacqueline Baugh; Dan Loeb, Anne Arundel Community College; Linda Stone, Librarian, Severn School

Tweaking the Question

Skillfully crafted research questions catapult students up the rungs of Bloom's Taxonomy: critical thinking guaranteed! Participants will see firsthand inquiry-based learning projects in a variety of subject areas. This is a great session for the professorial pragmatist.



Session 2.4. (Room B240)

Michael Fanelli, Physics, Cecil Community College

Active Methods for the Teaching of Physics

Active teaching methods are often talked about but seldom used in the classroom. This presentation goes over the various methods used to teach physics, both traditional and active, the retention rates of these methods, and the real results achieved at Cecil Community College using advanced teaching techniques. This information uses physics as an example but can be extended to any subject.



Session 2.5. (Room B208)

Jim Bell, Psychology, Howard Community College.

Ideas on Teaching Psychology

Share with other psychology teachers ideas on increasing student activity in class and in homework. Handouts are welcome. A bibliography will be provided.



Session 2.6. (Room B227)

Scott Sinex, Chemistry, Prince George's Community College

Click-and-Think over Chalk-and-Talk: The New Pedagogy via Interactive Excel Spreadsheets in Mathematics and the Sciences

Get students thinking via numerical experimentation and "what if" scenarios for any mathematical relationship. Building interactive Excel spreadsheets (a.k.a. simulations) is easy and the bells-and-whistles are numerous. Come experience Excel like you never have, see mathematics come alive, and get the resources for use in your classroom at this URL:

<http://academic.pgcc.edu/~ssinex/excelets>



Session 2.7. (Room H212)

Ray A. Gross, Jr., Organic Chemistry, Prince George's Community College

Developing Critical-Thinking Problems for Organic Chemistry

A methodology for developing reasoning problems, which are not found in textbooks and for which students are given only minimal data, will be described. In these non-spectroscopic problems, students are given an unknown compound's molecular formula from which they must determine its structure or molecular architecture from its degradation products. The compound being analyzed is the analyte and the partial structures, which make up the whole, are called anathons. The use of anathons in developing and solving structural problems will be discussed.



Session 2.8. (Room H206)

Maria Bryant, Sociology, College of Southern Maryland

Generation Me:

Assertive, Confident and Miserable

This session will explore the rise of *Generation Me* and its implications for classroom teaching and intellectual work in the classroom.



Session 2.9. (Room H207)

Lawrie Gardner, Institute for the Future/Accounting; Jill Loukides, Biology; Maureen Sherer, Chemistry; Anne Arundel Community College

Dynamic Teaching and Learning Techniques

Do you want to inspire students in the classroom to be actively engaged in learning? We will provide with some tools to accomplish this.



Session 2.10. (Room H208)

Mona Garrett, Nursing, Harford Community College

Please Don't Make Me Do Another Group Project!

Students hate group projects. Learn how to combine group work, student-developed posters, and community teaching in a project. Students may go into the project complaining but will finish with skills they can use in the future and a sense of accomplishment.



Session 2.11. (Room H209)

Mary (Aggie) Harrell, Counseling- Student Development; **Fabian Drain**, Counseling Department, *Montgomery College*

Using Critical Thinking in Building Math Confidence

How can critical thinking help students overcome math phobia and begin to develop math confidence? Montgomery College has intertwined the "Seven Habits of Highly Effective People" with journaling in a "Building Math Confidence" course that helps students unlearn phobic and negative behaviors while they build math study skills.

**Session 3: Thursday, January 11, 2007
2:30.p.m. – 3:30 p.m.**

Session 3.1. (Room B243)

Nelda Nix-McCray, Sociology, *Community College Baltimore County-Essex*

**Stepping Off the Front Porch:
Strategies for Encouraging Critical Thinking
in Sociology Courses**

Sociology courses provide an excellent platform for students to make comments on issues and groups based on their own perceptions and social experiences. However, as instructors in this discipline how can we assist students in "stepping off the front porch" to view social realities from other's perspectives and to think critically in sociology? This engaging and interactive presentation will focus on strategies that have been useful in this process.



Session 3.2. (Room B201)

Ray Johns, Economics, and **Michael Parsons**, Sociology, *Hagerstown Community College*

The Community as a Learning Crucible

Community college students learn best in the context of their home community. The community is a rich source of critical thinking and analysis opportunities. Professors Johns and Parsons will use examples from Sociology and Economics found in Western Maryland that demonstrate analysis, synthesis, and evaluation opportunities for students.



Session 3.3. (Room B202)

Nancy Perry, and **Barbara Fedrizzi**, *Carroll Community College*

**New Allied Health Building? We Did It-
So Can You!**

Developing a new allied health building or retrofitting into a current space? Carroll Community College designed and implemented a state-of-the-art building which minimized costs for equipment and supplies. We will share our secrets and discuss what works.



Session 3.4. (Room B240)

Cynthia Dove, Biology and Chemistry; **Judith Peisen**, Biology and Chemistry; **Carrie Hawbecker**, Mathematics; **Paula Kessler**, Mathematics; **Lisa Mowen**, Student Services; **Dawn Schoenenberger**, Testing Center; **Christopher Lewis**, Mathematics; **Thomas Crawford**, Mathematics. *Hagerstown Community College*

**Increasing Persistence in
Developmental Mathematics**

The logistics, materials, assessment data collection, analysis, and benchmarking for developmental and general education mathematics will be shared. Data will be correlated with course delivery format and interventions for at-risk students identified as the project evolved. The challenges and lessons of this complex project are relevant across all disciplines



Session 3.5. (Room B208)

Rob Farinelli, Mathematics, *College of Southern Maryland*

**Beyond Crossroads - Implementing
Mathematics Standards in the First Two Years
of College**

Beyond Crossroads is intended to stimulate faculty, departments, and institutions to examine, assess, and improve every component of mathematics education in the first two years of college. These standards are to be used as a starting point for dialogue, reflection, experimentation, evaluation, and continuous improvement. Find out how to implement these standards in your department.



Session 3.6. (Room B227)

Marian Herb, Disability Services, *Community College of Baltimore County-Essex*

**Across the Spectrum - Teaching College
Students with Autism**

Community colleges are experiencing an increase in students identified as having an autism

spectrum disorder such as Asperger's Syndrome. This session will consider current preconceptions and misconceptions about students with an autism diagnosis. Their unique strengths and challenges along with strategies that can be used to facilitate their success in the college classroom will be discussed.



Session 3.7. (Room H212)

Manolya Bayar, Psychology, *Harford Community College*

The Challenges of Teaching in the Multi-Generational Classroom

Today's college classrooms are frequently populated by four generations of people. The generational characteristics of these individuals, students and teachers alike, impact teaching and learning. This session will explore the different generational characteristics with respect to how they influence attitudes toward school and classroom performance and recommend ways of overcoming the obstacles and benefiting from the strengths.



Session 3.8. (Room H206)

Kathleen Gandy, Accounting, *Community College of Baltimore County*

The Role of Transfer Rates for Multi-Mission Community Colleges in Maryland

In Maryland, transfer is an important component of the overall post-secondary accountability process. Pervasive institutional consequences of the accountability process have been 1) an adoption and expansion of institutional assessment among community colleges; and, 2) a misinterpretation of how well or poorly some community colleges perform. This session will shed light on research that has been done to assess transfer priority and the role and impacts of transfer rates on the evaluation of community colleges.



Session 3.9. (Room H207)

Bernard Murphy, Biology; **Rosemary Nickerson**, Biology, *Hagerstown Community College*

Intelligent Design: Science or Religion?

This talk will examine whether Intelligent Design is a viable scientific theory that deals with the origin of life and species, or is it rather an attempt to interject religion into the science classroom.

Session 3.10. (Room H208)

Julia Binnie, Information Literacy; **Brandy Whitlock**, Information Literacy, *Anne Arundel Community College*

A Good Resource Is Hard to Find: Developing Critical Thinking and Subject Knowledge with Research Assignments

Are your students' assignments full of third-rate, poorly-evaluated resources, if they bother with resources at all? Got blatant inaccuracies? Plagiarism? Every reference from Wikipedia? Don't despair. Join Anne Arundel Community College librarians Julia Woodward Binnie and Brandy Whitlock to find successful strategies for creating research assignments that help students in any discipline develop as scholars and critical thinkers.



Session 3.11. (Room H209)

Elizabeth Jones, English; **Judith Ferrand**, Arts and Humanities, *Wor-Wic Community College*

The Parent-Teacher Association:

Storytelling as a Medium for Understanding Differing Perspectives

Critical thinking and recognizing biases require an understanding of all sides of an issue; thus, examining the relationships between parenting and teaching provides an opportunity for teachers to consider their own biases and assumptions. Ferrand and Jones's book-in-progress explores those aspects of teaching that can be learned from parenting. They provide anecdotes from their experiences as teachers and parents in order to share insights about what parents and teachers can learn from each other in the best interests of students, as well as what students can learn by seeing a model of "walking in another's shoes."



Session 3.12. (Room B241)

Debra Poese, Mathematics; **Nancy Shaw**, Mathematics, *Montgomery College*

Students Reflecting, Teachers Connecting

Encouraging student metacognition, or "thinking about their thinking," can be a powerful means to enhance student learning. In this session, the presenters will share and model strategies they have used in their mathematics classes to provide students with opportunities to reflect on and write about the content and the learning process.



Session 4: Thursday, January 11, 2007
3:45 p.m. – 4:45 p.m.

Session 4.1. (Room B235-PC lab)

Laura Trauth, History, *Community College Baltimore County*; **Victoria Childs**, student, *Carroll Community College*; **Kenneth Robinson**, *Community College Baltimore County- Essex* and the Children's Guild

Simulation Games and Critical Thinking

Engaging students in general education survey classes and encouraging critical thinking in this setting can be a challenge. The use of a simple historical simulation game allows Western Civilization students to collaborate in running fictional countries. Student groups analyze and apply the actions of real-world societies and leaders to these countries, predict their consequences, and strategize how to keep their people safe and prosperous. Several levels of Bloom's hierarchy are used in this process and students enjoy the game and are often very self motivated learners.



Session 4.2. (Room B201).

Carl Cuneo, *Community College Baltimore County*

**The Math Teacher's Role in
Curing Math Anxiety**

Participants will learn how simple actions in the classroom can help students overcome math anxiety. Stress relief techniques will be discussed and demonstrated.



Session 4.3. (Room B202)

Anne C. Crowley, *College of Southern Maryland*
**Creating Your Own Reality: What You Think
Is What You Get, WYTIWYG**

Do we shape our own reality through the expectations we create for ourselves and others? We will explore how a change in perception can create more peace and harmony in all of our relationships. Join us in realizing the power of our perception and intention in the creating of our experiences. These techniques can be used in all aspects of our lives: with our colleagues, administrators, students, friends and family. Prerequisite: A willingness to step into the mystery – yet again!



Session 4.4. (Room B208)

Rita Kolb, Statistics and Mathematics, *Community College of Baltimore County-Catonsville*

**STCALE: A Learning Strategy Incorporating
Technology in the Statistics Classroom**

A strategy named "STCALE" is described that places computers and related technologies in the classroom while maintaining a student-centered, teacher-guided, active-learning environment. Student outcomes are more intelligent consumers of information who are better prepared for collegiate research projects and better prepared for the workplace.

Session 4.5. (Room H212)

Jan Brewer, Sociology & Social Work; **Kathy Archer**, *Harford Community College*

**Playing in the Sandbox: Developing
Partnerships Between Credit and Noncredit.**

Learning institutions encourage students to be active learners beyond the classroom and campus experience. When the credit and the noncredit combine efforts, instruction is enhanced and the student is exposed to new learning approaches and experiences. The student will be able to "connect the dots" from the classroom, to field experiences, and within the community for an enriched learning opportunity.



Session 4.6. (Room H206)

Jean Ashby, Mathematics; **Debi Loeffler**, Mathematics, *Community College of Baltimore County-Catonsville*

Do Web-Hybrids Work?

Do you have students register for online courses who need face-to-face instruction? Do you have students with poor attendance for personal reasons? Have you considered offering a Web hybrid course? Research related to hybrids and real comparisons with online and face-to-face students will be shared.

Session 5: Friday, January 12, 2007
8:30 a.m. – 9:30 a.m.

Session 5.1. (Room B201).

Peter Paulson, Education, Reading, and English, *College of Southern Maryland*

**Life or Death Applications of
Critical Thinking: The Army's Way**

Participants practice clear procedures for including critical thinking in their own

disciplines. This abridged version of the U.S. Army's method can be applied in any classroom.



Session 5.2. (Room B240).
Christine Mirbaha, Mathematics, *Community College of Baltimore County-Dundalk*; **Roxann King**, Developmental Mathematics, *Prince Georges Community College*

DMEM Meeting

Join the Developmental Mathematics Educators of Maryland (DMEM) for a discussion of topics relevant to developmental mathematics educators across the state. Please attend and share your ideas and best practices with us.

Session 5.3. (Room H207).
Alan Gerstle, English, Education/Literature/Media, *Montgomery College*

**Literature and the Book:
Distance Learning at its Best?**

Public assembly was the first mass medium. Poetry, rhetoric, and drama were originally presented in this format; through it, the Greeks practiced and perfected their skills of critical thinking while combining them with an eye to the aesthetic. The book--although Plato warned against it as a cognitive crutch--is perhaps the most robust of all distance leaning media as it traverses time as well as space, and allows extensive and expansive resource to promote critical thinking. Experience what happens when we combine both in this interactive presentation that unearths these modes of communication from the strata of electronic media that have obscured them, and address the question of whether electronic media encourage decontextualization of information and the disembodiment of judgment from the human context.



Session 5.4. (Room H208).
Melissa Harris, Carrie Dorman, Adam Fantom, Gregory Priebe, Richard Smith, Instructional Resources, *Harford Community College*

Social Computing: Do You Know What It Is? Your Students Do!

This presentation is an overview of social computing including blogs, social websites, podcasting, and wikis. The presenters will also discuss how students use those communication tools online and how they can be utilized inside the classroom environment.

Session 5.5. (Room H112). Session cancelled...



Session 5.6. (Room B227).
Jeffrey Snodgrass, English, *Prince George's Community College*

**Thinking Critically About Writing:
The Collaborative Essay**

This session presents a practical means for teaching the essay through collaboration. See how the basic English course can be transformed via applied critical thinking.



Session 5.7. (Room B208).
Gail Wyant, Physics and Physical Science, *Cecil Community College*

Lightning -- Facts and Myths

Activities will be presented to encourage critical thinking in understanding lightning.



Session 5.8. (Room B241).
LuAnn Gamber, Nursing; **Janet Shimek**, Nursing, *Carroll Community College*

**Integrating Critical Thinking in
Multi Course Programs**

The presentation will provide an overview of a tiered approach to critical thinking activities from the beginning to experienced student. Activities are introduced in entry level courses and expanded in upper level courses, allowing the student to build on previous knowledge. While the content is nursing based the concepts can be applied to any multi course program.



Session 5.9. (Room B202).
Terry Bridger, Education, *Prince George's Community College*

**Active Learning Strategies to Increase
Students' Critical Thinking Skills**

This interactive workshop will demonstrate several active learning strategies to enhance student learning and to increase students' critical thinking skills. Participants will discuss, practice, and modify these strategies for use in their own classroom settings.



Session 5.10. (Room H209).

Charles Wright III, Physiology, Microbiology, Nutrition, *Community College Baltimore County-Essex*

The Use of Clinical Vignettes for the Instruction of Physiologic Principles

Utilization of clinical cases taught at the level of our sophomore pre-Allied Health students has frequently piqued their interest in study and provides a cohesive "real-world" experience of various perturbations of their future patients' conditions.



**Session 5.11. Poster Sessions/PowerPoint/Web Displays
8:30a.m. – 9:30a.m. in Bel Air Hall**

These displays are repeated from session 1.13 on Thursday

Poster Session A (Room B101)

Janice McCue, Developmental Mathematics, *College of Southern Maryland*; **Karyn Schulz**, Developmental Education, DEAM President, *University of Baltimore*

Get to Know DEAM

Stop by to find out more about the Developmental Education Association of Maryland (DEAM). Board members will be on hand to share information about the professional development and networking opportunities this professional group provides for those involved in developmental education at the post-secondary level.



Poster Session B (Room B207)

Ann Repka, Biological Sciences; **Debby Luquette**, Biological Sciences, *Howard Community College*

The Devil in the Dark: Case Studies Bring Biology to Life

Before critical thinking can begin, students need to be enticed by and engaged in the material. A case study approach is an excellent way to start this process. This poster display will present case studies used in two different courses, environmental science and anatomy and physiology to illustrate how this approach can be adapted to different disciplines.



Poster Session C (Room B209)

Ellen Smith, Graphic Design Technology, *Hagerstown Community College*

Self-Promotion for the Graphic Design Program

This project turned into a great self (graphic design technology) promotion idea for the presenter. Using a student-made assignment from her graphic design II class, the presenter framed the posters for Martin Luther King Day. The posters were on display at the event, around the campus, in the lab, and the ATC building. In short, this one project made everyone on campus aware of this new (now ongoing) graphic design technology program.

Poster Session D (Room B104)

Ann Nwafor, Psychology, *Harford Community College*

Teaching Culturally Sensitive Material in a Politically Correct World

This display will suggest how to present and teach culturally sensitive subject matter in a way that facilitates critical thinking for students and reduces bias and anxiety on the part of the instructor.

Friday, January 12, 2007

9:45 a.m. – 11:00 a.m.

Room: Chesapeake Center Theater

**Keynote/Panel Discussion:
Critical Thinking in the Contemporary
Community College**

Distinguished faculty members from Maryland's community colleges inquire into the nature of critical thinking in today's community college.

- Jim Bell (*Howard Community College*), Discussion Moderator
- Elaine Bishop Kennedy (*Wor-Wic Community College*)
- Terry Bridger (*Prince George's Community College*)
- Cynthia Horton (*Cecil Community College*)
- Bill Peirce (*Prince George's Community College*)

**Session 6: Friday, January 12, 2007
11:15.a.m. – 12:15 p.m.**

Session 6.1. (Room B240).

(Moved to Thursday, session 2.8)



Session 6.2. (Room H208)

Bernadette Sandruck, Mathematics, *Howard Community College*

Annual Meeting of Maryland Mathematics Association of Two-Year Colleges (MMATYC)

Annual Meeting of the Maryland Mathematics Association of Two-Year Colleges (MMATYC). All mathematics faculty members are invited to attend.



Session 6.3. (Room H207)

John F. Grabowski, Student Services, *Anne Arundel Community College*

Learning Spaces – Issues and Consideration

Learning takes place in very different ways and in very different places. Recent research has demonstrated that how these places are furnished and equipped does influence the success of learning. Recognizing many classrooms are used to deliver a variety of subject material using a variety of teaching techniques, discussion of furniture and equipment choices will be presented. One college's efforts to make informed choices on how to create both formal and informal learning spaces that facilitate successful learning will be discussed.



Session 6.4. (Room H206)

Robert Miller, English, Freshman Composition, *Frederick Community College*

The Relationship of Assessment, Learning, and Retention

Learning, assessment, and retention have become the three great buzz words of the era for community college instructors. This presentation will examine their interrelationships and ask if they can and do co-exist. Special attention will be paid to ESL programs.



Session 6.5. (Room B243)

Melanie Price, Interdisciplinary Studies, Montgomery College

Promoting Higher Level Thinking in a Visual Context

Join Professor Price as she demonstrates how the Feldman Method of Art Criticism is used in the classroom to enhance students' understanding of their own critical thinking processes. Create an opportunity for your students to apply Bloom's Levels of Cognitive Complexity.



Session 6.6. (Room B227)

Barbara Johnson, English, *College of Southern Maryland*

The Ricochet Effect: Boosting the Learning Potential of Under-prepared Students

Become part of the Ricochet Effect when Barbara Johnson presents Reuven Feuerstein's innovative program for cognitive skills development. Join other educators who are passionate about helping students to realize their learning potential and to meet the challenges of college-level work.



Session 6.7. (Room B208)

Paul Gabriel-Tucci, English; **Janice M. Lathrop**, Reference Librarian, *Anne Arundel Community College*

Helping Students Use Critical Thinking Skills to Evaluate Electronic Sources

Our students can navigate the Internet, but can they recognize a good source from a bad one? Come and learn how we as instructors can guide our students to better use of critical thinking skills to evaluate Internet sources and electronic databases.



Session 6.8. (Room B242)

Karen Penn de Martinez, Computer Applications; **Eileen Cotter**, American English Language Program, *Montgomery College-Rockville*

Plagiarism: Ethical or Cultural?

The process of learning to avoid plagiarism takes second-language students multiple semesters and requires a complex set of linguistic and academic skills. Faculty throughout the institution must collaborate to develop student skills, clarify American academic standards (while recognizing those of other cultures), and remove the stigmatizing presumption of "cheating" that leads to conflict and frustration.

Session 6.9. (Room B202)

Rita Kranidis, English/Writing in the Disciplines
Montgomery College-Takoma Park/Silver Spring

**Writing in the Disciplines: Reviving Interest
on Three Campuses**

This presentation will focus on a multi-pronged approach to reintroducing a three-campus college community to the goals and principles of writing in the disciplines by sharing strategies and ideas.



Session 6.10. (Room B201)

Daniel Venne, Art, *College of Southern Maryland*; **Meredith Rode**, Art, *University of the District of Columbia*

**Training Visual Perception, Shaping the
Critical View**

Is creative thinking a gift, or can the basic tools of being "visionary" be taught? How do enhanced visual perception skills help students involved in disciplines other than studio arts? How do traditional teaching methods promote or inhibit the creative visual impulse in young people? The presenters will explore studies on creative visual thinking, and will also share stories from the art classroom -- stories that could change the way you see, think, and teach.



Session 6.11. (Room H209)

Jeanine Williams, *Anne Arundel Community College*

**Using Critical Pedagogy to Foster Critical
Thinking and Identity Development**

Many students enter higher education without the cognitive and affective skills necessary for success. This presentation will feature one professor's attempt to teach students to engage in higher order thinking while developing their self-understanding. Using Paulo Freire's work on critical literacy as a framework, students explored issues of identity while strengthening their ability to read, write and think critically.



Session 6.12. (Room B241)

Lisa Tittle, *Harford Community College*

**Meeting of MACRA, the Mid-Atlantic College
Reading Association**

Members will discuss the spring and fall conference as well as other items of interest regarding the association.

**Friday lunch is served in the Globe
Café (Student Center)
12:15 p.m. – 1:20 p.m.**

**Special Session: Friday, January 12, 2007
12:20 p.m. – 1:20 p.m.**

Lunch-time Meeting...

- **DEAM Executive Board Meeting**,
Karyn Schulz, President (**Room SC241**)

**Session 7: Friday, January 12, 2007
1:30 a.m. – 2:30 p.m.**

Session 7.1. (Room B227)

Karol Taylor, Career Assessment and Planning,
Prince George's Community College; **Janet Ruck**

**Catch the Wave of the
Federal Retirement "Tsunami"**

In the next ten years, the Office of Personnel Management estimates over 40% of federal employees will be eligible to retire, creating a retirement "tsunami." Who will replace these people, and how will applicants "ride the wave" to a federal job? The federal government is seeking highly motivated students to replace retirees. How can you help your students get selected? With more than 60 years of federal experience between them, Karol Taylor and Janet Ruck bring real life experience to this workshop, where you will learn how to help students "surf" their way to federal job search success.



Session 7.2. (Room B208)

Crystel Farina, Nursing; **Laura Higgs**, Nursing,
Chesapeake College

**Using Course Objectives to Measure Critical
Thinking through Simulation**

Using course objectives, a realistic simulation experience has been created to measure student's critical thinking ability. Through the use of high fidelity patient simulators and PDAs as teaching strategies, assessment and management of clinical problems and critical thinking can be observed.

Session 7.3. (Room B201).

Glennis Daniels-Bacchus, Student Success Center/Disability Support Services, *College of Southern Maryland*

Pitfalls and Misunderstandings about ADA (Americans with Disabilities Act) in Higher Education: When Real Students Have Unreal Expectations.

Many faculty members expect that all students entering their classes should be able to engage in critical thinking, will have the prerequisite skills for the subjects they teach, and should therefore be held to certain academic standards. However those faculty members may be confused about what to do when some students enter their classes with disabilities. Should those disabilities in any way diminish or alter the requirements of a course or program of study? Through examinations of case studies, this presentation will answer that question, will address the expectations of faculty members, their rights and responsibilities, and will demonstrate the need for expecting academic standards of all students.



Session 7.4. (Room H206).

Donna Tupper, Mathematics; **Barbara Leitherer**, Mathematics; **Peter Joyce**, Mathematics; **Grazina Metter**, CINS, *Community College Baltimore County*

Integrating Different Learning Styles Into One Classroom

Community College Baltimore County has implemented the Grace Hopper Scholars Program to support women interested in pursuing computer-related careers. As in other classrooms, we have students from various backgrounds and with various learning styles participating in our program. Through our bridge programs, we have implemented two learning styles assessments to help our students learn about how they learn. We have also provided tips for modifying any class to fit their personal style. Furthermore, as faculty, we have begun to integrate various learning styles activities into our classes. This presentation will discuss our efforts to educate our students about their learning styles and examples of how faculty members have incorporated learning styles into classroom "lectures."



Session 7.5. (Room B202).

William Peirce, English, *Prince George's Community College*

Understanding Students' Difficulties in Thinking

Why do students resist analytical and critical thinking in our courses? Several perspectives offer explanations: Studies of high school learning, psychological barriers, models of intellectual development, and students' learning styles and cognitive styles. Find out what researchers have learned and what they recommend to help students having difficulties. Participants are encouraged to share what works for them.

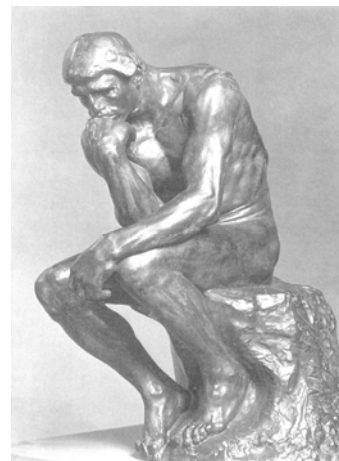


Session 7.6. (Room B240).

Marc Steinberg, English, *Chesapeake College*

"Entertain Us"--Mass Consumption and Critical Thinking in the Writing Classroom

This presentation explores how popular texts are border sites which connect student and teacher experiences and taste with school knowledge, i.e., "authoritative" texts and the teacher-centered classroom. As a site of struggle, this intersection frequently leads to critical thinking and writing in composition classes.



Announcing AFACCT Conference 2008

Mark your calendars. Next year's 18th Annual AFACCT Conference 2008 will be held January 10 and 11, 2008 (Thursday and Friday) at Carroll Community College in Westminster, Maryland. The theme of the conference is "The Challenges of Assessing Student Learning." Starting February 1, 2007, go to the AFACCT website for more information about the conference: www.afacct.csmd.edu. You're invited to submit a proposal to give a presentation or to host a meeting of a special interest group (SIG).

Presenters: Pick up your gift from the AFACCT Registration table after your presentation. Be sure also to submit your presentation in electronic form to be included in the *AFACCT Conference '07 Proceedings* (see below).

Attendees: Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. Once you complete your evaluations, go to the Registration Desk and pick up an AFACCT mug. It's yours as a token of our appreciation for having attended the conference and for helping us make the next conference even better with your thoughtful evaluations.

Conference Proceedings: All presenters are invited to submit their presentations for publication in the *AFACCT Conference '07 Proceedings*. After giving your presentation, drop off a copy of your talk (in CD-ROM form, preferably) at the Registration Desk, or send an electronic copy to Marilyn Pugh, AFACCT Assistant Coordinator: mpugh@pgcc.edu

When you submit a PowerPoint slide show, please expand the "talking points" so *Conference Proceedings* readers will be able

to fully understand your meaning. You will want to elaborate on the bullet points you listed in your PowerPoint slide show. Copies of past years' *Conference Proceedings* are available on AFACCT's website: <http://www.afacct.csmd.edu/>



*Complete the Conference Evaluation.
Pick up your official AFACCT mug.*

**2007 AFACCT Conference
Donor Page**

The AFACCT Board of Representatives thanks the following businesses for their generous donations to the 2007 AFACCT Conference.

Ocean City Resort

The Stowaway Grand Hotel, 2100 Baltimore Avenue, Ocean City, MD 21842, 800-447-6779, www.grandhoteloceancity.com. Donation: Two-night stay at Ocean City's newest boardwalk hotel. The Stowaway Grand Hotel sits oceanfront on 21st and the Boardwalk. Amenities include an indoor and outdoor pool, saunas, 8,200 square feet of banquet space, full service salon, game room, restaurants, lounge, pool bar and the 24-hour Gourmet Coffee Shop.

Baltimore/Washington, DC Theatres

Theatre Project, 45 West Preston St., Baltimore, MD 21201, Box Office: 410-752-8558, www.theatreproject.org. Donation: Two tickets to any subscription series or *Hepasoph* series show. Theatre Project is a non-profit presenting house whose overriding mission is to connect artists and audiences through the presentation of experimental productions. Through this presentation of innovative contemporary theatre, dance, music, poetry, opera, and the visual arts, **Theatre Project** connects the people of Baltimore with a diverse, global community of emerging and established visual and performing artists. "Through our presentations, we nurture and support local, regional, national, and international artists who create original new work."

Woolly Mammoth Theatre Company, 917 M Street, NW, Washington, DC 20001. Donation: two tickets to any 2007 Woolly Mammoth Theatre Company production, any performance except Saturday. The January/February production is *Vigils* by Noah Haidle and directed by Colette Searls.. The March/April production is *She Stoops to Comedy* written by David Greenspan and directed by Howard Shalwitz. The June/July production is *Dead Man's Cell Phone* written by Sarah Ruhl and directed by Rebecca Bayla Taichman.

Olney Theatre Center, 2001 Olney-Sandy Spring Rd., Olney, MD 20832, Box Office: 301-924-3400. Donation: A complimentary pass for two tickets to *13 Rue De L'Amour*. "Full of laughs and intrigue, *13 Rue De L'Amour* is a wacky, door-slamming bedroom farce with a true lunatic spirit. A philandering husband, a wife set on revenge, a love-starved countess-concierge, befuddled policemen, a saucy maid, and other plotting parties find their way to the same address and frolic through a maze of mistaken identities and false arrests. Reminiscent of a good Marx Brothers movie, this comedy's illogical logic is sublimely ridiculous."

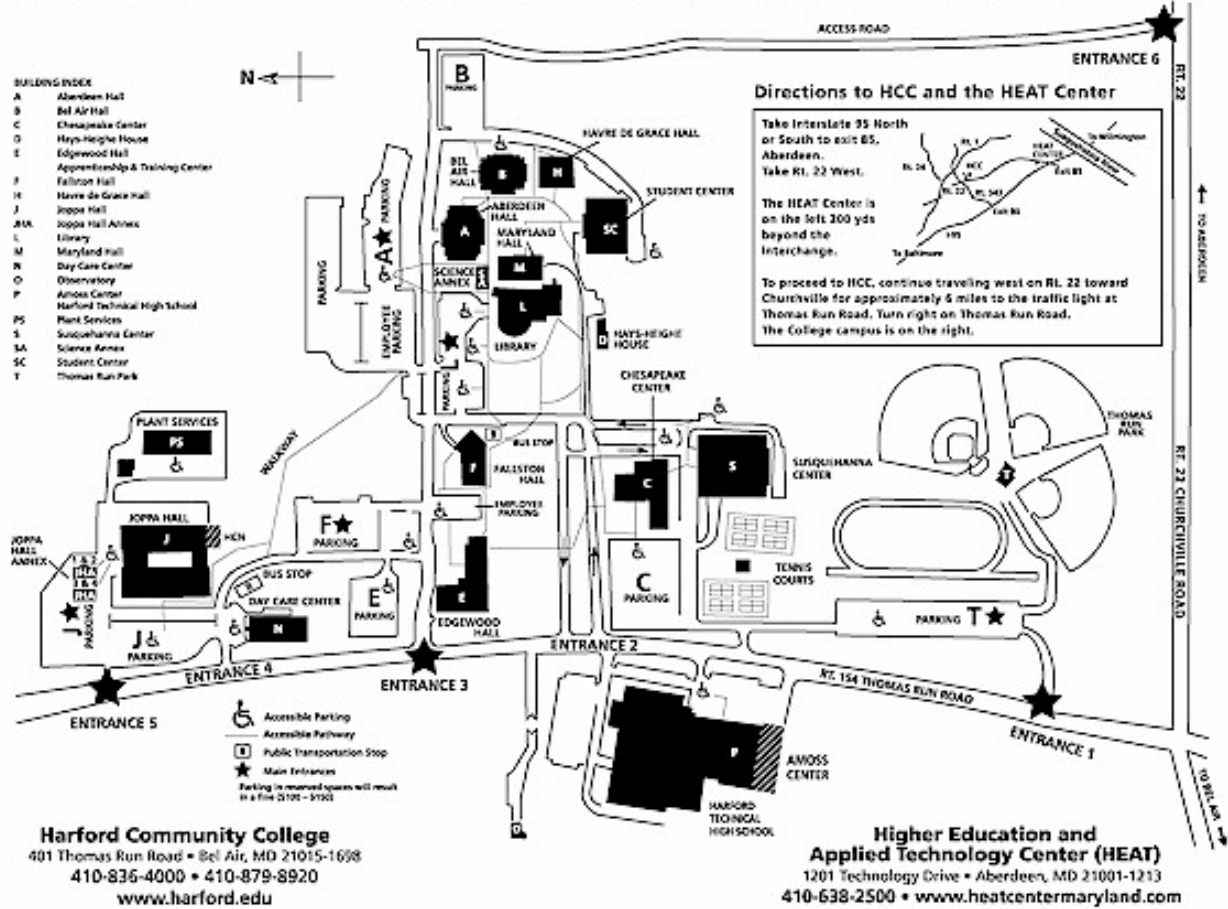
Folger Theatre, 201 East Capitol Street, SE, Washington, DC 20003-1094, 202-544-7077. Donation: a gift certificate for a pair of tickets to the Folger Theatre's 2007 production of *King Lear*. Home to the world's largest Shakespeare collection, the **Folger Shakespeare Library** is a world-class center for scholarship, learning, culture, and the arts. The Helen Hayes Award-winning **Folger Theatre** annually performs a three-play season of Shakespeare, as well as contemporary plays inspired by the Bard, in the Folger Shakespeare Library's 250-seat Elizabethan theatre, a replica of the inn-yard theatres popular in Shakespeare's time.

Book Publisher

Prentice Hall, A Pearson Education Company, Upper Saddle River, NJ 07458, 301-714-1062. Donation: Ten art and cooking books and partial sponsorship of Thursday's breakfast. The books include *Baking Fundamentals: The American Culinary Federation* with Noble Masi Hall, 2007. *History of Art* by H.W. Janson and Anthony F. Janson, 2007. 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

Each day of the conference, winners will be drawn at random from the list of attendees, and their names will be posted on the Information Board at Registration. Visit the Conference Registration desk (room SC243) 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.

HARFORD COMMUNITY COLLEGE



Click on the URL below for a printable PDF version of the campus map:

www.harford.edu/tour/campusmap.pdf