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 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.

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<td>Wor-Wic CC</td>
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<td>Maryland Community Colleges Chief Academic Officers</td>
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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 – 11:45 a.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.
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)

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<td>10:45 a.m.-11:45 a.m.</td>
<td>1.1 Teacher Education</td>
<td>Muringani</td>
<td>B243</td>
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<td></td>
<td>1.2 Mathematics</td>
<td>Brown, Robert</td>
<td>B201</td>
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<td>1.3 Philosophy</td>
<td>Plants</td>
<td>B202</td>
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<td>1.4 Psychology</td>
<td>Bell</td>
<td>B240</td>
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<td></td>
<td>1.5 …</td>
<td>Allworth...cancelled...</td>
<td>B208</td>
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<td>1.6 Fine Arts, Humanities</td>
<td>Bankins-Bush</td>
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<td>1.7 Communication</td>
<td>Poznanski</td>
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<td>1.8 English</td>
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<td>1.9 Fine Arts, Humanities</td>
<td>Berringer, Brew</td>
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<td>1.10 English</td>
<td>Santangelo, Darraj</td>
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<td>1.11 Sociology</td>
<td>Bryant</td>
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<td>1.12 Critical Thinking</td>
<td>Chaffée</td>
<td>CC Theater</td>
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<td></td>
<td>1.13 Poster/PPT/Web Display Mathematics: 1.13A</td>
<td>McCue, Schulz</td>
<td>B101</td>
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<td>1.13.. Miller ...cancelled…</td>
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<td>1.13B Biology: 1.13B</td>
<td>Repka, Luquette</td>
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<td>1.13C Graphic Design: 1.13C</td>
<td>Smith</td>
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<td>1.13D Psychology: 1.13D</td>
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Lunch: Student Center Globe Café 11:50 a.m. – 1:10 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 *al fresco* on Harford CC’s new patio.

**Note:** The Special Interest Group (SIG) Lunch meeting of DEAM (Schulz) is scheduled for noon on Friday, room SC241 (upstairs from the Globe Café).

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# Program at a Glance: Thursday, January 11, 2007 (continued)

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<th>Presenter</th>
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<tr>
<td>1:15 p.m. - 2:15p.m.</td>
<td>2.1 Mathematics</td>
<td>McCue, Subocz</td>
<td>B243</td>
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<td>2.2 Information Literacy</td>
<td>Baugh, Loeb, Stone</td>
<td>B201</td>
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<td>2.3 ...</td>
<td>...cancelled...</td>
<td>B202</td>
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<td>2.4 Physics/Pedagogy</td>
<td>Fanelli</td>
<td>B240</td>
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<td>2.5 Psychology/Pedagogy</td>
<td>Bell</td>
<td>B208</td>
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<td>2.6 Chemistry/Pedagogy</td>
<td>Sinex</td>
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<td>2.7 Critical Thinking</td>
<td>Gross</td>
<td>H212</td>
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<td>2.8 Sociology</td>
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<td>2.9 Sciences/Pedagogy</td>
<td>Gardner, Loukides, Sherer</td>
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<td>Garrett</td>
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<td>2.11 Critical Thinking</td>
<td>Harrell, Drain</td>
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<td>Thursday, 2:30-3:30 p.m.</td>
<td>3.1 Critical Thinking</td>
<td>Nix-McCray</td>
<td>B243</td>
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<td>3.2 Pedagogy</td>
<td>Johns, Parsons</td>
<td>B201</td>
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<td>3.3 Allied Health</td>
<td>Perry, Fedrizzi</td>
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<td>3.4 Mathematics</td>
<td>Dove, Peisen, et al</td>
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<td>3.5 Mathematics</td>
<td>Farinelli</td>
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<td>3.6 Pedagogy</td>
<td>Herb</td>
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<td>3.7 Psychology/Pedagogy</td>
<td>Bayar</td>
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<td>3.8 Business</td>
<td>Gandy</td>
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<td>Jones, Ferrand</td>
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<td>3.12 Mathematics</td>
<td>Poese, Shaw</td>
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<td>Thursday, 3:45-4:45 p.m.</td>
<td>4.1 History/critical thinking</td>
<td>Trauth, Childs, Robinson</td>
<td>B235</td>
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<td>4.2 Mathematics</td>
<td>Cuneo</td>
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<td>4.3 Wellness</td>
<td>Crowley</td>
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<td>4.4 Statistics</td>
<td>Kolb</td>
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<td>4.6 Mathematics/Pedagogy</td>
<td>Ashby, Loeffler</td>
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# Friday, January 12, 2007

7:30-9:00 a.m. **Day#2 Registration:** Room SC 243. **Continental Breakfast:** Student Center, Globe Café

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<td>Friday, 8:30-9:30 a.m.</td>
<td>5.1 Pedagogy</td>
<td>Paulson</td>
<td>B201</td>
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<td>5.2 Mathematics</td>
<td>Mirbaha, King</td>
<td>B240</td>
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<td>5.3 English Literature</td>
<td>Gerstle</td>
<td>H207</td>
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<td>5.4 Instructional Resources</td>
<td>Harris, Dorman, et al</td>
<td>H208</td>
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<td>5.5 ...</td>
<td>...cancelled...</td>
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<td>5.6 English</td>
<td>Snodgrass</td>
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<td>5.7 Physics</td>
<td>Wyant</td>
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<td>5.8 Critical Thinking</td>
<td>Gamber, Shimek</td>
<td>B241</td>
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<td>5.9 Critical Thinking</td>
<td>Bridger</td>
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<td>5.10 Physiology</td>
<td>Wright</td>
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**Friday, January 12, 2007 (continued)**

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<th>Day/Time</th>
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| Friday, 8:30-9:30 a.m. | **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. | 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  
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 *al fresco* 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. | Careers  
Nursing  
Pedagogy  
Mathematics/Pedagogy  
Critical Thinking  
Critical Thinking | Taylor, Ruck  
Farina, Higgs  
Daniels-Bacchus  
Tupper, Leitherer, *et al.*  
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 1.8. (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)
Meredith 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. Chafee’s publications will be available for purchase.

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

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**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.

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**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.

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**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.

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**Session 3.4. (Room B240)**


**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.

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**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.

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**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 4.1. (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 those 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 5.1. (Room H112). Session cancelled…

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 learning 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.

http://www.afacct.csmd.edu
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.

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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.

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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.

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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.

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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 6.1. (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.

http://www.afacct.csmd.edu
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.

http://www.afacct.csmd.edu
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/
The AFACCT Board of Representatives thanks the following businesses for their generous donations to the 2007 AFACCT Conference.

**Ocean City Resort**


**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-slaying 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.

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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.

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