

# RCDPM

## Research Council for Diagnostic and Prescriptive Mathematics

24th Annual Conference Program  
February 6-8, 1997

Radisson Inn  
Oklahoma City, Oklahoma

Jointly Sponsored By  
The University of Oklahoma  
and  
The University of Central Oklahoma

***Research Council for Diagnostic  
and Prescriptive Mathematics***

***RCDPM***

**24th Annual Conference Program  
February 6 - 8, 1997  
Radisson Inn  
Oklahoma City, Oklahoma**

**Mission Statement**

RCDPM seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or overcome factors that inhibit maximal mathematics learning.

**Executive Board**

President	<b>George Bright</b>	UNC-Greensboro
President-Elect/Archivist	<b>William Speer</b>	Bowling Green State Univ.
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Program Chair	<b>Jayne Fleener</b>	University of Oklahoma

# RCDPM PROGRAM

**Thursday, February 6, 1997**

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**9:00 - 12:00 Executive Board Meeting** **President's Suite**

**Pre-Conference Special Interest Group** **Room 101**  
Investigations of Mathematics  
Learning Inhibitors/ Clinical  
Methods, Coordinated by  
**Clyde Greeno, MALEI Institute**

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**12:00 - 5:00 Registration** **Lobby**

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**1:00 - 1:50 Opening Session** **Cumberland**

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**2:00 - 3:30 Birds-of-a-feather Sessions**

<b>IA</b>	<b>Methods Classes</b>	<b>Cumberland</b>
	Facilitators: <b>Bill Speer</b>	University of Las Vegas
	<b>Dan Brahier</b>	Bowling Green State University
	<b>Kathy Litz</b>	Lummis (Las Vegas) School
<b>IB</b>	<b>Assessment</b>	<b>Allegheny</b>
	Facilitator: <b>Alan Zollman</b>	Northern Illinois University
<b>IC</b>	<b>Understanding Learning</b>	<b>Blue Ridge</b>
	Facilitator: <b>Anne Reynolds</b>	University of Oklahoma

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**3:45 - 4:45 Thursday Sessions**

**IIA Mathematical Thinking** **Room 101**

Title: Exploring Children's Geometric Thinking

**Geok Lian NG** University of Oklahoma

Description: The research presented will explore children's problem solving processes while engaged in geometric tasks. Specifically, fourth and fifth grade students' responses to a variety of tasks will be used to provide insight on children's strategies for approaching these tasks.

**3:45 - 4:45 Thursday Sessions (continued)**

**IIB Attitudes**

**Allegheny**

Title: Teacher Candidates Attitudes and Beliefs Toward the Nature and the Teaching of Mathematics and Science

<b>Gilli Shama</b>	University of Maryland at College Park
<b>Tad Watanabe</b>	Towson State University
<b>J. Randy McGinnis</b>	University of Maryland at College Park

Description: The Maryland Collaborative for Teacher Preparation (MCTP) project includes the development and implementation of an upper elementary and middle school level interdisciplinary mathematics and science teacher preparation program. The research report will discuss teacher candidates' beliefs and attitudes concerning the nature of mathematics and science and their teaching.

**IIC Technology**

**Blue Ridge**

Title: Calculated Responses: Identifying Teachers' Misconceptions through Calculator-Based Activities

<b>Virginia Usnick</b>	University of Nevada - Las Vegas
<b>Juli K. Dixon</b>	University of Nevada - Las Vegas
<b>Marilyn Sue Ford</b>	University of Nevada - Las Vegas

Description: This session will present findings from a recently completed series of inservice workshops which focused on integrating calculators into the elementary classroom. During this session, participants will experience selected activities from the workshops and discuss potential misconceptions which will then be compared to those identified during the workshops.

**IID Learning**

**Cumberland**

Title: Use of Concept Maps to Assess Learning of Geometric Concepts

<b>Marguerite M. Mason</b>	University of Virginia
<b>Sara Delano Moore</b>	University of Kentucky

Description: Differences between the concept images and concept definitions for similarity and congruence will be discussed. This session will also report on the difficulties experienced with angles when they are contained in a closed figure as compared to standing alone or being part of an open figure.



**3:45 - 4:45 Thursday Sessions (continued)**

**IIE Attitudes**

**Room 102**

Title: Metaphors and Attitudes About Mathematics

**Gloria Dupree**

Oklahoma School of Science and Mathematics

Description: This paper will look at the metaphors students use to express their attitudes about mathematics and the kinds of activities that effect positive changes in their metaphors. Examples of specific activities and metaphor prompts will be provided.

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**5:00 - 6:00 Reception - Brandywine Restaurant**

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**7:00 - 9:00 Dinner and Shenandoah Lecture**

**Featured Speaker: Frosty Troy - Publisher and Political Commentator**

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**Friday, February 7, 1997**

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**8:30 - 4:00 Registration**

**Lobby**

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**8:00 - 9:00 Continental Breakfast**

**Shenandoah**

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**9:00 - 10:00 Friday Sessions**

**IIIA Understanding**

**Allegheny**

Title: Teachers' Understanding of How Children Solve Problems

**George Bright**

UNC - Greensboro

**Nancy Nesbitt Vacc**

UNC - Greensboro

**Anita H. Bowman**

UNC - Greensboro

Description: Prior to the start of a five year project designed to help primary-grade teachers improve their mathematics instruction, 29 teacher participants responded in writing to questions related to children's thinking. Teachers responses were grouped into several categories. Results and implications of this research will be discussed.

**9:00 - 10:00 Friday Sessions (continued)**

**IIIB Learning**

**Blue Ridge**

Title: Something Old/Something New: Nontraditional Students and the Learning of Mathematics

**Xuan Le**

University of Oklahoma

Description: This study is an attempt to understand how nontraditional college students approach the learning of mathematics. The main difficulty that most of the participants encountered was a mismatch between expectations they had coming into the course and the new learning experience they had in their College Algebra class. Results and implications of this research will be discussed.

**IIIC Reasoning**

**Room 101**

Title: The Impact of Modalities of Inference on Empowerment

**Janice M. Green**

Hiram College - Ohio

Description: This presentation will be a discussion of student reasoning skills as they relate to ability to solve problems. There are differing ways in which students draw conclusions from given information. We will discuss some of those ways, giving examples of student work, or non-work, as related to them. Reactions to knowledge and use of different modes will be shared by some students through responses to a questionnaire about attitude and empowerment at the conclusion of the class.

**IIID Assessment**

**Room 201**

Title: Assessing Pre-Service Teachers' Knowledge of the Concept of Variable

**Enrique Ortiz**

University of Central Florida at Daytona Beach

Description: This research is an effort to understand factors involved in prospective teachers' knowledge of the concept of variable and how these factors might inhibit their maximal effectiveness in teaching mathematics. Prospective teachers will be diagnosed for their understanding of four different uses of the concept of variable and possible instructional implications for the elementary mathematics methods courses will be discussed.

**9:00 - 10:00 Friday Sessions (continued)**

**III E Attitudes**

**Room 102**

Title: Results of the Quantitative Literacy Attitude Survey

**Victoria LaBerge**

Northern Illinois University

Description: This session will provide an overview of students' mathematics related beliefs. Incoming freshmen and graduating seniors responded to a Quantitative Literacy Attitude Survey. Responses from these students indicate some changes in attitudes (both positive and negative) may have occurred as a result of their participation in the problem solving courses. Possible explanations for these changes will be discussed.

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**10:00 - 10:15 Break**

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**10:15 - 11:15 Friday Sessions**

**IV A Methods Courses**

**Allegheny**

Title: First Things First: A Philosophical Approach to the Demands of the Elementary Mathematics Methods Course

**Alan Zollman**

Northern Illinois University

Description: We traditionally begin elementary methods classes with undergraduates who believe mathematics is a collection of facts and algorithms. We hope to turn them into reflective practitioners and agents of educational change. How? This session will be a discussion and an examination of our priorities and "best" approaches to this dilemma.

**IV B Algebra**

**Room 101**

Title: Remediation within a Problem Solving Approach to Algebra: Meeting the Algebra for Everyone Goal

**Ann Crawford**

UNC - Wilmington

Description: To realize a goal of "Algebra for Everyone," diverse needs of students with learning difficulties in mathematics will need to be accommodated. This study takes an exploratory approach employing a teaching experiment to investigate adjustments that may need to be made within the Hawaii Algebra Process Approach to meet the needs of students with learning difficulties.

**10:15 - 11:15 Friday Sessions (continued)**

**IVC Understanding**

**Blue Ridge**

Title: Self Esteem, Constructivism, and Creativity: A Proposition for the Convocation of Mathematics Education

**Noel Geoghegan** University of Oklahoma and University of Western Sydney

Description: This presentation will draw upon Australian research which has sought to explore the relationship between the learning of mathematics and music in early childhood education. Discussion in this session will seek to present conceptual accommodation as being reflexive in nature and dependent, as well as resultant, upon the process of change within the learner's frame of understanding.

**IVD Assessment**

**Room 102**

Title: What You Ask For Is What You Get: Using Assessments that Promote Mathematical Thinking

**Daniel Brahier** Bowling Green State University

Description: The purpose of this presentation is to focus the participants on what it means to develop assessment tasks and strategies that promote and measure mathematical process skills. Results of research with teachers participating in project ASPECT to change assessment practices will be shared.

**IVE Teaching**

**Room 201**

Title: A Fourth-Grade Teacher's Interpretation of Constructivist Learning Theory

**Diana F. Steele** Northern Illinois University

Description: Utilizing video of a teacher presenting a mathematics lesson, this session will examine how one fourth-grade teacher interprets and implements constructivist learning principles within her mathematics teaching. This teacher's approach to teaching is complex and rich and provides an example that will increase understanding of constructivist learning principles in elementary mathematics.



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**11:30 - 1:15 Luncheon and Business Meeting**

**Shenandoah**

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**1:30 - 2:20 Friday Sessions**

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**VA Mathematical Literacy**

**Allegheny**

Title: Mathematical Literacy - What it Really Means

**William S. Palmer**

UNC - Chapel Hill

**David K. Pugalee**

Saginaw Valley State University, Michigan

Description: One factor that seems to lack attention in the research literature on problem solving is the ability for students engaged in problem solving to integrate literacy, interpretive, and computation skills. Selected case studies will be presented to illustrate differences in student ability and response in an informal literacy-based scheme developed by the researchers.

**VB Methods**

**Room 101**

Title: Empower Elementary Education Educators

**Barbara Irvin**

Texas Woman's University

**Winifred Mallam**

Texas Woman's University

Description: Before teachers can empower students, they must possess necessary knowledge, methodology, sense-making and confidence of mathematics and mathematics pedagogy. This "reflection-on-practice" session will present activities that help preservice teachers in university mathematics methods courses feel empowered.

**VC Reform**

**Room 201**

Title: A Twist of the Tetrahedron: Reflection, Metaphors and Change

**Sheryl A. Maxwell**

The University of Memphis

Description: This presentation will highlight the results of the qualitative research efforts that investigated through the lenses of fourteen teacher participants and two facilitators, the aspect of growth and change that occurred as a result of the Geometry Enhancement Models Institute. The session will highlight recent qualitative research that investigates how change aspects, promoted by reflective prompts, is revealed through participants' creation of metaphor.

**1:30 - 2:20 Friday Sessions (continued)**

**VD Learning Blue Ridge**

Title: Elementary Students' Proportional Reasoning

**Anne Reynolds** University of Oklahoma  
**Grayson H. Wheatley** Florida State University

Description: This session will present the results of research into elementary students' proportional reasoning in a problem solving setting. It will explore the ways, both successful and unsuccessful, in which students approached these tasks and indicate how teachers in classrooms might provide opportunities for students to develop proportional thought.

**IVE Teacher Education Room 102**

Title: Preservice Teacher Perceptions of Mathematics Teaching

**Anna Graeber** University of Maryland

Description: Preservice undergraduate and graduate elementary teachers were asked to complete a concept map of their vision of "teaching mathematics" at the beginning and end of the semester. Samples of maps and student reflections will be presented.

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**2:30 - 3:20 Friday Sessions**

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**VIA Reform Room 201**

Title: Reforming Applied Calculus: A Report from the Field

**Nancy Matthews** University of Oklahoma

Description: Much work has been done in reform calculus in the past decade, but virtually all of it has been in calculus courses designed for mathematics, engineering, and hard science majors. Only recently has attention begun to shift to applied calculus courses. An experiment in teaching applied calculus with reform principles will be described. In particular, the use of group projects to introduce non-trivial, non-routine applications will be examined.

**2:30 - 3:20 Friday Sessions (continued)**

**VIB Teacher Preparation**

**Blue Ridge**

Title: Empowering Pre-Service Elementary Teachers in Mathematics

**Dixie Metheny**

Montana State University - Billings

**David Davison**

Montana State University - Billings

Description: The presenters have been revising the two mathematics content courses for elementary education majors for the past three years modeling their approach after the Learning Cycle approach in science. The structure of the courses as well as sample activities will be shared.

**VIC Reform**

**Room 101**

Title: Empowering Teachers/Empowering Students: Effects of a Teacher Dialogic Community

**Roland Pourdavood**

Cleveland State University

Description: This presentation concentrates on the dialectical relationship between four elementary teachers' dialogue and their instructional practices. The interactive nature of the dialogic community provided the teachers opportunities to reflect on who they are as teachers and how they can facilitate the creation of learning opportunities for their students.

**VID Assessment**

**Room 102**

Title: The Impact of Clinical Mathematical Experiences on Clinicians and Students

**Sue Brown**

University of Houston - Clear Lake

Description: The University of Houston-Clear Lake Diagnostic Mathematics Clinic administers and evaluates diagnostic tests, conducts parent, student, and teacher interviews, analyzes measurement and screening data provided by the school, and develops an achievement plan for each student. This session will describe and present results of a study of the long-term impact of clinical experiences on the children.

**2:30 - 3:20 Friday Sessions (continued)**

**VIE Beliefs**

**Allegheny**

Title: Do You Believe Like I Believe?

**William Speer**

University of Nevada at Las Vegas

**Kathy Litz**

Lummis (Las Vegas) School

Description: This session will present research examining 4th and 5th graders' beliefs about mathematics, teaching and learning. These beliefs are compared to beliefs held by prospective elementary teachers in methods classes. We will also report on findings comparing what each group identifies as the other group's beliefs with the actual statements of beliefs.

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**NOTE: Buses for the Cowboy Hall of Fame will leave at 4:00**

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**Saturday, February 8, 1997**

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**8:00 - 11:00 Registration**

**Lobby**

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**8:00 - 9:00 Breakfast**

**Shenandoah**

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**9:00 - 10:00 Keynote Speaker: Curtis McKnight**  
University of Oklahoma

**Blue Ridge/Cumberland**

**TIMMS: Implications for the U.S. Mathematics Curriculum**

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**10:15 - 11:15 Saturday Sessions**



**IIA Attitudes**

**Allegheny**

Title: A Comparison of Chinese Students' and American Students' Attitudes Toward Mathematics

**Patricia Lamphere**

Texas A & M

Description: Ninth grade students in Suzhow, China were surveyed on their attitudes about mathematics. These results were compared to a similar population of students in the United States. The questions on the survey originally appeared on the SIMS. Results of the study and sample items will be shared.

**VIIB Teaching and Learning**

**Blue Ridge/Cumberland**

Title: It's All in The Cards

**Charles Lamb**

Texas A & M

Description: This session will be a series of card tricks for use in the mathematics classroom. Anecdotes relative to the success of these activities will be shared. The session will be hands-on.

**VIIC Assessment**

**Room 101**

Title: Concept Development and Concept Mapping

**Vicki Schell**

Lenoir-Rhyne College

Description: This session will discuss the results of the use of concept maps by students throughout a geometry course. The approaches will include both teacher use of the maps as a means of diagnosis and assessment and as a "window" into students' thinking, and student use of maps as a means of communication and conjecturing.

**VIID Technology**

**Room 102**

Title: Technology Tools Expose the 'Simplify Ceremony' and Other Impediments to Communicating Mathematical Meaning Clearly

**George Wyer**

West Hartford (CT) Public Schools

Description: This presentation will explore the impact of graphing utility technology [TI82] on : 1) visualizing complex mathematical objects, 2) using traditional simplify ceremonies, 3) reliance on 'bench mark' triangles, 4) crunching indicated computations, and 5) generalizing mathematics through families of functions. This is a rich ground for research into identifying and overcoming blocks to learning mathematics.

**10:15 - 11:15 Saturday Sessions (Continued)**

**VIIIE Technology**

**Room 201**

Title: A Cognitive/Geometric Understanding of Arithmetic of Real Numbers

**John Edgell**

Southwest Texas State

Description: Most people in their daily lives apply numbers in conjunction with various types of measurement activities. Several historical and pedagogic techniques for using measurement to demonstrate number concepts will be demonstrated and discussed with the participants.

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**11:30 - 12:30 Saturday Sessions**

**VIIIA Mathematical Understanding**

**Allegheny**

Title: Filling in the Gaps: Three Middle School Students Become "Empowered"

**William B. Weber**

University of Toledo

Description: This session will discuss research on the effects of experimental instruction designed to 'fill in the gaps' in students' knowledge of rational numbers. This session will discuss changes in three middle grade students' conceptual knowledge of rational numbers, computation achievement, thought processes, and self-confidence in mathematics as a result of the instruction designed to help students make sense of mathematics.

**VIIIB Technology**

**Room 201**

Title: A Formula for the Size of Constructs that Reflects Cognitive Concerns

**John Edgell**

Southwest Texas State University

Description: Using programmable, graphing calculators, participants will explore properties of polygonal and polyhedral regions.

**11:30 - 12:30 Saturday Sessions (continued)**

**VIIIC Mathematical Understanding**

**Room 101**

Title: Using Dynamic Physical Models to Understand Functions

**Ellen Hines**

Northern Illinois University

Description: Understanding functions as dynamic processes can be especially challenging for students who have experienced functions only through static representations such as equations and graphs. This session will report on the initial findings of a teaching experiment aimed at uncovering the processes used by middle school students to interpret dynamic models of functions, and to relate those interpretations to equations and graphs.

**VIIID Standards**

**Blue Ridge/Cumberland**

Title: Do We Agree? A Brief Look at How Teachers and the Public View National Standards

**Melfried Olson**

Western Illinois University

**Judith Olson**

Western Illinois University

**Kay Wohlhuter**

Western Illinois University

Description: The educational community continues to address the issue of standards. This session will provide a look at how the public responded to a set of 10 questions related to standards in general. These same items were given to several groups of teachers to see whether the teachers responded differently. Results of this study will be used to open discussion of the standards debate.

**VIIIE Teacher Education**

**Room 102**

Title: Teacher Beliefs vs. Student Understanding of the Limit Concept

**Elizabeth Francis**

University of Central Oklahoma

Description: Teacher beliefs drive teaching behaviors and expectations. Student understanding of the limit concept was measured as well as teacher perceptions of student understanding. Incongruences are considered.

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**Conference Ends 12:30 - Have a safe trip home!**

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**1:00 - 4:00 Executive Board Meeting**

**President's Suite**

**11:30 - 12:30 Saturday Sessions (continued)**

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**1:00 - 4:00 Executive Board Meeting**

**President's Suite**



## List of Speakers

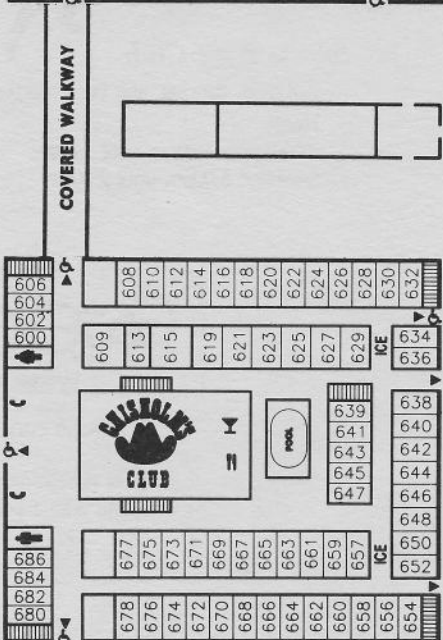
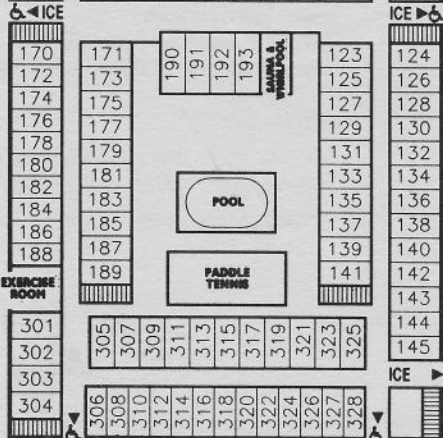
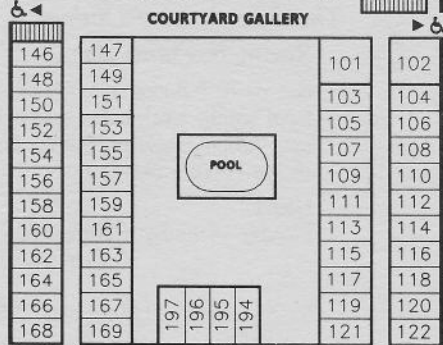
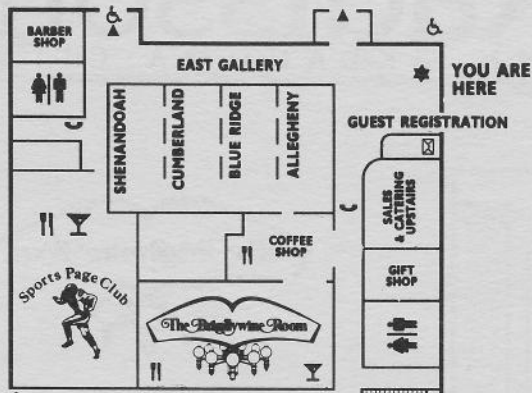
NAME	INSTITUTION	SESSION(S)
Anita H. Bowman	UNC - Greensboro	IIIA
Dan Brahier	Bowling Green State University	IA, IVD
George Bright	UNC - Greensboro	IIIA
Sue Brown	University of Houston - Clear Lake	VID
Ann Crawford	UNC - Wilmington	IVB
David Davison	Montana State University - Billings	VIB
Juli K. Dixon	University of Nevada - Las Vegas	IIC
Gloria Dupree	Oklahoma School of Sci and Math	IIE
John Edgell	Southwest Texas State	VIII E, VIII B
Marilyn Sue Ford	University of Nevada - Las Vegas	IIC
Elizabeth Francis	University of Central Oklahoma	VIII E
Noel Geoghegan	OU & University of Western Sydney	IVC
Anna Graeber	University of Maryland	VE
Janice M. Green	Hiram College - Ohio	IIIC
Ellen Hines	Northern Illinois University	VIII C
Barbara Irvin	Texas Woman's University	VB
Victoria LaBerge	Northern Illinois University	IIID
Charles Lamb	Texas A & M	VII B
Patricia Lamphere	Texas A & M	VII A
Xuan Le	University of Oklahoma	IIIB
Geok Lian NG	University of Oklahoma	IIA
Kathy Litz	Lummis (Las Vegas) School	IA, VI E
Winifred Mallam	Texas Woman's University	VB
Marguerite Mason	University of Virginia	IID
Nancy Matthews	University of Oklahoma	VIA
Sheryl A. Maxwell	The University of Memphis	VC
J. Randy McGinnis	University of Maryland at College Park	IIB
Curtis McKnight	University of Oklahoma	Keynote
Dixie Metheny	Montana State University - Billings	VIB
Sara Delano Moore	University of Kentucky	IID
Judith Olson	Western Illinois University	VIII D
Melfried Olson	Western Illinois University	VIII D
Enrique Ortiz	Univ. of Central Florida-Daytona Beach	IIID
William S. Palmer	UNC - Chapel Hill	VA
Roland Pourdavood	Cleveland State University	VIC
David K. Pugalee	Saginaw Valley State University, Michigan	VA
Anne Reynolds	University of Oklahoma	IC, VD
Vicki Schell	Lenoir-Rhyne College	VII C
Gilli Shama	University of Maryland at College Park	IIB
Bill Speer	University of Las Vegas	IA, VI E
Diana F. Steele	Northern Illinois University	IVE
Virginia Usnick	University of Nevada - Las Vegas	IIC
Nancy Nesbitt Vacc	UNC - Greensboro	IIIA
Tad Watanabe	Towson State University	IIB
William B. Weber	University of Toledo	VIII A
Grayson Wheatley	Florida State University	VD
Kay Wohlhuter	Western Illinois University	VIII D
George Wyer	West Hartford (CT) Public Schools	VII D
Alan Zollman	Northern Illinois University	IB, IV A



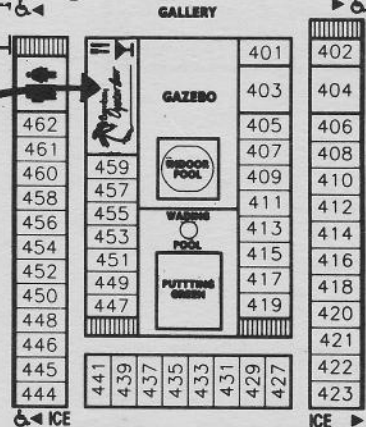
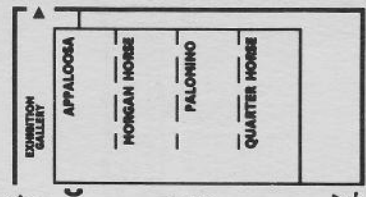
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## INN OKLAHOMA CITY

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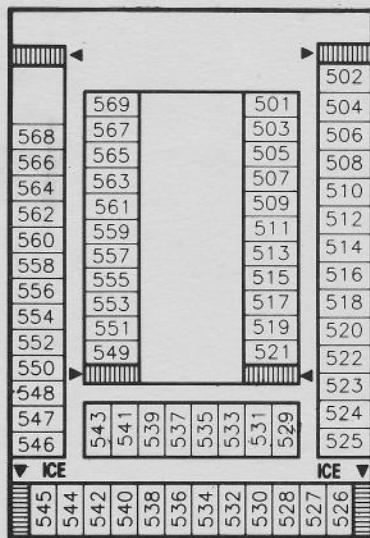
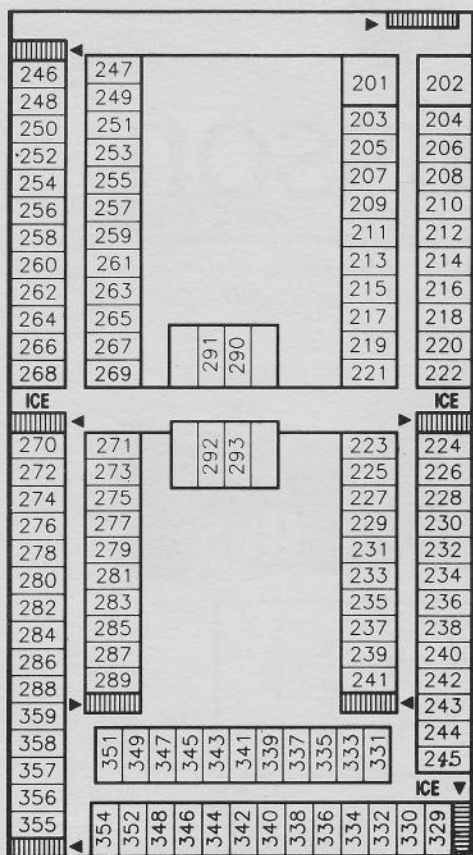
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**LEGEND**

- EXITS
- STAIRWELLS
- GUEST ROOMS
- TENNIS COURTS
- JOGGING TRAIL

509 guest rooms, suites and townhouses, 20,940 sq. ft. of convention and meeting space, 4 swimming pools (1 indoor), wading pool, sauna, whirlpool, paddle tennis, 2 lighted tennis courts, putting green, jogging track/fitness trail, volleyball court, gift and sundry shop, barber shop.  
Room service is available from 6:00 am until 10:30pm.  
Check-out time is 12:00 (Noon).



### The Brandywine Dining Room & Piano Bar

Fine dining featuring selected specials of fered nightly; lunch buffet served 11:00am until 2:00pm weekdays. Sunday Brunch served 11:00am until 2:00pm.

**Hours:**  
Monday - Saturday: 6:00am until 2:00pm & 6:00pm until 11:00pm

Sunday Brunch: 11:00am until 2:00pm

**Live Entertainment:**  
Friday & Saturday: 7:00pm until 11:00pm  
Sunday Brunch: 11:00am until 2:00pm

### Coffee Shop

Nightly family dining specials. Lunch buffet served daily 11:00am until 2:00pm.

**Hours:** 6:00am until 11:00pm



### Chisholm's Club

An authentic old-time saloon and dance hall featuring: shuffleboard, pool tables, big screen TV, and country western disc jockey.

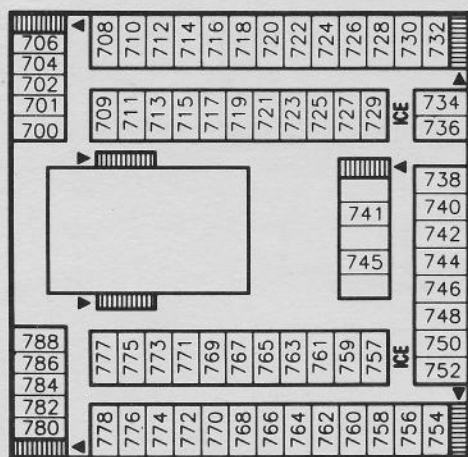
**Hours:**  
Monday - Friday: 5:00pm until 2:00am  
Saturday - Sunday: 6:00pm until 2:00am



### Sports Page Club

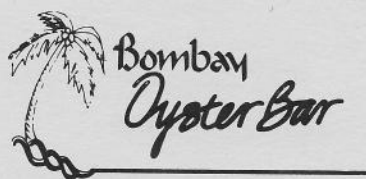
Cocktails, dancing, and live entertainment.

**Hours:**  
Weekdays: 4:00pm until 2:00am  
Saturday: 6:00pm until 2:00am



#### LEGEND

- EXITS
- STAIRWELLS
- GUEST ROOMS



### Bombay Oyster Bar

The perfect place for quiet relaxation or conversation, serving oysters on the half shell and peel-n-eat shrimp.

**Hours:**  
Monday - Friday: 11:30am until 1:00am  
Saturday: 3:00pm until 1:00am  
Sunday: 4:00pm until Midnight



INDOOR POOL

### Gazebo

A very special island of refreshment in a tropical setting complete with a pool.

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