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 George Bright
President-Elect/Archivist William Speer
Vice President - Conferences Virginia Usnick
Vice President - Publications Jane Schielak
Secretary Anna O. Graeber
Treasurer Sue Brown

UNC-Greensboro
Bowling Green State Univ.
UNLV
Texas A & M
University of Maryland
Univ. of Houston-Clear Lake

Appointees

Focus Editor Jean Schmittau
Membership Coordinator George Wyer
Newsletter Editor Dawn Hoyt Kidd
1997 Conference Co-Chairs David Boliver
General Chair Jayne Fleener
Program Chair

SUNY - Binghamton
West Hartford Public Schools
University of Texas - Austin
University of Central Okla.
University of Oklahoma
# RCDPM PROGRAM

**Thursday, February 6, 1997**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 12:00</td>
<td>Executive Board Meeting</td>
<td>President’s Suite</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-Conference Special Interest Group</strong></td>
<td>Room 101</td>
</tr>
<tr>
<td></td>
<td>Investigations of Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Inhibitors/ Clinical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods, Coordinated by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clyde Greeno, MALEI Institute</td>
<td></td>
</tr>
<tr>
<td>12:00 - 5:00</td>
<td>Registration</td>
<td>Lobby</td>
</tr>
<tr>
<td>1:00 - 1:50</td>
<td>Opening Session</td>
<td>Cumberland</td>
</tr>
<tr>
<td>2:00 - 3:30</td>
<td>Birds-of-a-feather Sessions</td>
<td></td>
</tr>
<tr>
<td>IA</td>
<td>Methods Classes</td>
<td>Cumberland</td>
</tr>
<tr>
<td></td>
<td>Facilitators: Bill Speer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dan Brahier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kathy Litz</td>
<td></td>
</tr>
<tr>
<td>IB</td>
<td>Assessment</td>
<td>Allegheny</td>
</tr>
<tr>
<td></td>
<td>Facilitator: Alan Zollman</td>
<td></td>
</tr>
<tr>
<td>IC</td>
<td>Understanding Learning</td>
<td>Blue Ridge</td>
</tr>
<tr>
<td></td>
<td>Facilitator: Anne Reynolds</td>
<td></td>
</tr>
<tr>
<td>3:45 - 4:45</td>
<td><strong>Thursday Sessions</strong></td>
<td>Room 101</td>
</tr>
<tr>
<td>IIA</td>
<td>Mathematical Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title: Exploring Children’s Geometric Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geok Lian NG</td>
<td>University of Oklahoma</td>
</tr>
</tbody>
</table>

*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

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

Virginia Usnick  University of Nevada - Las Vegas
Juli K. Dixon  University of Nevada - Las Vegas
Marilyn Sue Ford  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

Marguerite M. Mason  University of Virginia
Sara Delano Moore  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 along or being part of an open figure.
Thursday Sessions (continued)

IIIE  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.

5:00 - 6:00  Reception - Brandywine Restaurant

7:00 - 9:00  Dinner and Shenandoah Lecture

Featured Speaker: Frosty Troy - Publisher and Political Commentator

Friday, February 7, 1997

8:30 - 4:00  Registration  Lobby

8:00 - 9:00  Continental Breakfast  Shenandoah

9:00 - 10:00  Friday Sessions

IIIA  Understanding  Allegheny

Title: Teachers' Understanding of How Children Solve Problems

George Bright  UNC - Greensboro
Nancy Nesbitt Vace  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.
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 these 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.

10:00 - 10:15  Break

10:15 - 11:15  Friday Sessions

IVA  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.

IVB  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.
11:30 - 1:15 Luncheon and Business Meeting

1:30 - 2:20 Friday Sessions

VA Mathematical Literacy

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

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

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)

<table>
<thead>
<tr>
<th>VD</th>
<th>Learning</th>
<th>Blue Ridge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Elementary Students' Proportional Reasoning</td>
<td></td>
</tr>
<tr>
<td>Anne Reynolds</td>
<td>University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Grayson H. Wheatley</td>
<td>Florida State University</td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IVE</th>
<th>Teacher Education</th>
<th>Room 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Preservice Teacher Perceptions of Mathematics Teaching</td>
<td></td>
</tr>
<tr>
<td>Anna Graeber</td>
<td>University of Maryland</td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>VIA</th>
<th>Reform</th>
<th>Room 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Reforming Applied Calculus: A Report from the Field</td>
<td></td>
</tr>
<tr>
<td>Nancy Matthews</td>
<td>University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

Saturday, February 8, 1997

8:00 - 11:00  Registration  Lobby

8:00 - 9:00  Breakfast  Shenandoah

9:00 - 10:00  Keynote Speaker: Curtis McKnight  Blue Ridge/Cumberland
University of Oklahoma

TIMMS: Implications for the U.S. Mathematics Curriculum

10:15 - 11:15  Saturday Sessions
IIA  Attitudes

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

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

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

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.

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)

VIIC 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.

VIIE 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.

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

1:00 - 4:00  Executive Board Meeting  
President’s Suite
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.

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

**1:00 - 4:00 Executive Board Meeting**  President’s Suite
<table>
<thead>
<tr>
<th>NAME</th>
<th>INSTITUTION</th>
<th>SESSION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita H. Bowman</td>
<td>UNC - Greensboro</td>
<td>IIIA</td>
</tr>
<tr>
<td>Dan Braheier</td>
<td>Bowling Green State University</td>
<td>IIA, IVD</td>
</tr>
<tr>
<td>George Bright</td>
<td>UNC - Greensboro</td>
<td>IIIA</td>
</tr>
<tr>
<td>Sue Brown</td>
<td>University of Houston - Clear Lake</td>
<td>VID</td>
</tr>
<tr>
<td>Ann Crawford</td>
<td>UNC - Wilmington</td>
<td>IVB</td>
</tr>
<tr>
<td>David Davison</td>
<td>Montana State University - Billings</td>
<td>VIB</td>
</tr>
<tr>
<td>Juli K. Dixon</td>
<td>University of Nevada - Las Vegas</td>
<td>IIC</td>
</tr>
<tr>
<td>Gloria Dupree</td>
<td>Oklahoma School of Sci and Math</td>
<td>IIE</td>
</tr>
<tr>
<td>John Edgell</td>
<td>Southwest Texas State</td>
<td>VIIIE, VIIIB</td>
</tr>
<tr>
<td>Marilyn Sue Ford</td>
<td>University of Nevada - Las Vegas</td>
<td>IIC</td>
</tr>
<tr>
<td>Elizabeth Francis</td>
<td>University of Central Oklahoma</td>
<td>VIIIE</td>
</tr>
<tr>
<td>Noel Geoghegan</td>
<td>OU &amp; University of Western Sydney</td>
<td>IVC</td>
</tr>
<tr>
<td>Anna Graeber</td>
<td>University of Maryland</td>
<td>VE</td>
</tr>
<tr>
<td>Janice M. Green</td>
<td>Hiram College - Ohio</td>
<td>IIC</td>
</tr>
<tr>
<td>Ellen Hines</td>
<td>Northern Illinois University</td>
<td>VIIIC</td>
</tr>
<tr>
<td>Barbara Irvin</td>
<td>Texas Woman’s University</td>
<td>VB</td>
</tr>
<tr>
<td>Victoria LaBerge</td>
<td>Northern Illinois University</td>
<td>IID</td>
</tr>
<tr>
<td>Charles Lamb</td>
<td>Texas A &amp; M</td>
<td>VIIIB</td>
</tr>
<tr>
<td>Patricia Lamphere</td>
<td>Texas A &amp; M</td>
<td>VIIA</td>
</tr>
<tr>
<td>Xuan Le</td>
<td>University of Oklahoma</td>
<td>IIIIB</td>
</tr>
<tr>
<td>Geok Lian NG</td>
<td>University of Oklahoma</td>
<td>IIA</td>
</tr>
<tr>
<td>Kathy Litz</td>
<td>Lummis (Las Vegas) School</td>
<td>IA, VIE</td>
</tr>
<tr>
<td>Winifred Mallam</td>
<td>Texas Woman’s University</td>
<td>VB</td>
</tr>
<tr>
<td>Marguerite Mason</td>
<td>University of Virginia</td>
<td>IID</td>
</tr>
<tr>
<td>Nancy Matthews</td>
<td>University of Oklahoma</td>
<td>VIA</td>
</tr>
<tr>
<td>Sheryl A. Maxwell</td>
<td>The University of Memphis</td>
<td>VC</td>
</tr>
<tr>
<td>J. Randy McGinnis</td>
<td>University of Maryland at College Park</td>
<td>IIB</td>
</tr>
<tr>
<td>Curtis McKnight</td>
<td>University of Oklahoma</td>
<td>Keynote</td>
</tr>
<tr>
<td>Dixie Metheny</td>
<td>Montana State University - Billings</td>
<td>VIIIB</td>
</tr>
<tr>
<td>Sara Delano Moore</td>
<td>University of Kentucky</td>
<td>IID</td>
</tr>
<tr>
<td>Judith Olson</td>
<td>Western Illinois University</td>
<td>VIIID</td>
</tr>
<tr>
<td>Melfried Olson</td>
<td>Western Illinois University</td>
<td>VIIID</td>
</tr>
<tr>
<td>Enrique Ortiz</td>
<td>Univ. of Central Florida-Daytona Beach</td>
<td>IIIID</td>
</tr>
<tr>
<td>William S. Palmer</td>
<td>UNC - Chapel Hill</td>
<td>VA</td>
</tr>
<tr>
<td>Roland Pourdavood</td>
<td>Cleveland State University</td>
<td>VIC</td>
</tr>
<tr>
<td>David K. Pugalee</td>
<td>Saginaw Valley State University, Michigan</td>
<td>VA</td>
</tr>
<tr>
<td>Anne Reynolds</td>
<td>University of Oklahoma</td>
<td>IC, VD</td>
</tr>
<tr>
<td>Vicki Schell</td>
<td>Lenoir-Rhyne College</td>
<td>VIIC</td>
</tr>
<tr>
<td>Gilli Shama</td>
<td>University of Maryland at College Park</td>
<td>IIB</td>
</tr>
<tr>
<td>Bill Speer</td>
<td>University of Las Vegas</td>
<td>IA, VIE</td>
</tr>
<tr>
<td>Diana F. Steele</td>
<td>Northern Illinois University</td>
<td>IVE</td>
</tr>
<tr>
<td>Virginia Usnick</td>
<td>University of Nevada - Las Vegas</td>
<td>IIC</td>
</tr>
<tr>
<td>Nancy Nesbitt Vac</td>
<td>UNC - Greensboro</td>
<td>IIIA</td>
</tr>
<tr>
<td>Tad Watanabe</td>
<td>Towson State University</td>
<td>IIB</td>
</tr>
<tr>
<td>William B. Weber</td>
<td>University of Toledo</td>
<td>VIIIA</td>
</tr>
<tr>
<td>Grayson Wheatley</td>
<td>Florida State University</td>
<td>VD</td>
</tr>
<tr>
<td>Kay Wohlhuter</td>
<td>Western Illinois University</td>
<td>VIIID</td>
</tr>
<tr>
<td>George Wyer</td>
<td>West Hartford (CT) Public Schools</td>
<td>VIIID</td>
</tr>
<tr>
<td>Alan Zollman</td>
<td>Northern Illinois University</td>
<td>IB, IVA</td>
</tr>
</tbody>
</table>
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 Room
Dining Room & Piano Bar
Fine dining featuring selected specials offered 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

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

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