

1077-L1-282

Daniel P. Wisniewski* (Daniel.Wisniewski@desales.edu), Department of Mathematics/Computer Science, DeSales University, 2755 Station Avenue, Center Valley, PA 18034. *Reading, Writing and Discussing Mathematics in a Service-level Undergraduate Course.*

Often, undergraduate liberal arts students taking a mathematics course to satisfy a general education core requirement are “math-phobes.” In the service-level course *Survey of Mathematics*, reading, writing, and discussion are successfully integrated into a traditional curriculum of mathematical problem-solving. From a “popular” mathematics book, students read various chapters which combine historical facts with rigorous mathematics and applications. Selected readings support lectures, yet often explore other topics.

Students write reviews which contain a summary of and a personal reaction to the chapter’s material, including how the material does or does not relate to other aspects of their life (e.g., other courses, job experiences, family and social life, previous math education). Additionally, students participate in an on-line Discussion Board in response to particular chapters on broader topics (e.g., women in mathematics).

Providing the opportunity for success in math, these chapter reviews receive positive feedback and enable students to shift their impression and experience of math from one of fear and dislike to one of genuine interest and enjoyment. Examples of topics and student work will be given with preliminary data charting student reactions. (Received August 18, 2011)