

1014-00-1591      **Robert S Keller\*** ([robert.keller@loras.edu](mailto:robert.keller@loras.edu)), 1450 Alta Vista, Campus Box 205, Dubuque, IA 52004. *Getting Students to Speak Mathematics: One Model that Works.*

Undergraduate mathematics majors are infrequently asked to communicate mathematics to their peers and to faculty members in an organized and deliberate manner. They may present the results of a project required in a certain mathematics class, or perhaps they may be asked to share a proof or explain a problem. However, opportunities such as these undoubtedly occur less often than we would like and probably do little to satisfy any substantive goals focused on improving our students' skills in communicating mathematics.

Loras College recently developed a 1-credit seminar course in an effort to simultaneously improve our majors' technical speaking skills and encourage them to investigate areas of mathematics they wouldn't ordinarily encounter in regular coursework. Majors must take the course three times before graduating. The course requirements are simple: students give one group presentation and one individual presentation to their peers and fellow math faculty. My talk will address development and current organization of the course, selection of presentation topics, and grading. I will provide examples of topics and a sample rubric used in grading. (Received September 28, 2005)