1023-I1-1192　　　**Penelope H Dunham\*** (`pdunham@muhlenberg.edu`), Muhlenberg College, 2400 Chew Street, Allentown, PA 18104. *Reading and Discussing Mathematics with Peers.*

Like mathematicians, math majors must be able to read critically, construct and analyze valid arguments, and present their work to an audience. To help them develop these skills, I use weekly in-class peer review of student work in a "transition" course and in abstract algebra. Peer review gives my students a vehicle for reading, writing, and discussing mathematics with others as it hones their own proof-writing skills. An added benefit for preservice teachers is learning to assess a variety of solutions and styles. Reviews are differentiated by course level. Students in the transition course present one proof and the entire class discusses it, critiquing the argument's validity, analyzing the style, and offering alternate proofs. In algebra, a pair of students reads everyone's work on one problem, ranking papers for accuracy, terminology use, style, clarity, conciseness, and effective writing; then the pair presents a "best" proof, notes unique approaches, and summarizes errors found in the rest. I'll describe how to introduce and manage the process (getting students to read, discuss, and critique each other's work; negotiating between reviewers and subjects) then discuss benefits and student reactions. (Received September 25, 2006)