1023-I1-39   **Morteza Shafii-Mousavi*** (`mshafii@iusb.edu`), Mathematical Sciences, 1700 Mishawaka Avenue, P. O. Box 7111, South Bend, IN 46634-7111, and **Paul Kochanowski** (`pkochano@iusb.edu`), School of Business and Economics, 1700 Mishawaka Ave., P.O. Box 7111, South Bend, IN 46634-7111. *Service Learning Projects for Discussing and Writing about Mathematics and Computer Technology: Implementation and Assessments.*

This paper emphasizes how the use of service learning projects helps students to gain greater understanding of mathematics, as well as to improve their understanding of mathematical language, ability to communicate solutions, and write recommendations to clients. Student teams complete actual service projects which emphasize discrete mathematical tools. Given a particular project, a team meets its client organization, discusses, formulates and writes research issues, problems, and questions. A team focuses on data needs and the math, statistical, and technological skills necessary to solve its problem. Team members write journals and communicate their ideas with each other and instructors. In the classrooms, students learn core mathematical techniques, computing tools, and concepts. Finally, each team writes a report and makes presentations. Rubrics are used to evaluate students' learning consisting of traditional exams, solving service projects, writing reports, presenting projects, and recording course work in student portfolios. We will present an actual service project that illustrates our use of service learning to encourage students to discuss and write about mathematics. At the meeting, we will distribute handouts that include rubrics used to assess student learning. (Received July 11, 2006)