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Michael A. Smith* (ms114409@ohio.edu) and **Kelly M. Bulp** (bulp@ohio.edu). *An Evaluation of Argumentation and Proof Opportunities in Transition-to-Proof Textbooks*. Preliminary report.

One of the key goals of undergraduate mathematics education is the development of students' competencies in argumentation and proof. In this talk, we will discuss our evaluation of eight curricula developed for transition-to-proof courses with respect to the opportunities they provide for students to engage in argumentation and proving. For this evaluation, we use a framework built on the premise that argumentation and proof are essential to the creation and validation of mathematics. Thus, curricula that engage students in a full range of argumentation and proof activities should offer students the strongest possible foundation for becoming professional mathematicians. (Received September 17, 2013)