Most universities cannot offer multiple real analysis courses for different audiences. Also students come to the course with prerequisites taken at different times, or different institutions and with differing levels of mastery. And few students have mastered the technique of reading mathematical texts, which our graduates should have some ability to do. So the challenge is to have an environment where diverse students can flourish and attain the necessary skills for their differing personal goals. Clearly some kind of student-centered approach is needed. Proponents of the Moore Method would argue that it is perfectly suited to this situation. However, some of us find that in what is often a one-semester experience, too many students do not achieve mathematical maturity quickly enough to benefit fully from such a course. I will describe a student-driven method which allows movement through the standard course material with differing depths but the same pace. I have used this methodology in classes for over 25 years and have seen considerable student success. It has also worked successfully with four very different textbooks. We use a combination of boardwork followed by class discussion, on-demand brief lecture, written homework and exams, and a course portfolio. (Received September 05, 2013)