

1106-AG-635 **Annalisa Crannell*** (annalisa.crannell@fandm.edu), F&M Mathematics, Box 3003,
Lancaster, PA 17604-3003. *Four-and-a-half useful methods for grading mathematical writing.*

During the early 1990's, the waves of calculus reform rolled up onto the beaches of WAC, and consequently all sorts of new treasures washed up on our shores during that era. Historically, the "Writing Across the Curriculum" (WAC) movement has had two major approaches: the "Writing to Learn" approach and the "Writing in the Disciplines" approach. These two approaches highlight a fundamental question facing a mathematical instructor who wishes to assign writing: is the purpose of assigning writing to help the student learn to *do* mathematics (as in the first approach) or to *communicate* mathematics (as in the second approach)? Of course, the goal is usually some combination of both approaches.

Examples of writing assignments whose primary focus are to teach students learn to *do* mathematics include homework sets, journals, process papers, reflections, and summaries. Examples of assignments with a larger focus on teaching students to *communicate* mathematics include proofs, laboratory reports, formal write-ups of solutions to problems, and research papers. We describe some of these examples in greater detail. (Received September 03, 2014)