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Susan Ruff* (ruff@mit.edu) and **Lisa Emerson**. *Teaching Writing in Mathematics: What does it mean to communicate as a mathematician?* Preliminary report.

How can we help students learn to communicate as mathematicians? To answer this question we would like to know, more specifically,

1. What does it mean to communicate as a mathematician? What are mathematicians' communication purposes? audiences? practices? challenges?
2. How did current research mathematicians learn to write mathematics? Do they feel these teaching and learning strategies were effective?
3. What are mathematicians' attitudes and beliefs about the role of writing in mathematics? The answers to this question will enable future research to test whether student adoption of expert-like attitudes and beliefs about writing correlates with student success in writing mathematics.

To answer the questions above, we are collecting interview and questionnaire data from established and emerging mathematicians. Interview responses will yield rich literacy narratives that demystify for students what it means to communicate as a mathematician; while analyses of the interviews and responses from the more widely distributed questionnaires will provide complementary quantitative data about mathematicians' attitudes, beliefs, and experiences of writing mathematics. Preliminary results will be presented. (Received September 26, 2017)