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Erica Winterer* (ewinterer@utexas.edu). *Attention Is the Beginning of Devotion: Noticing and Acculturative Routines in a Large Freshman Calculus Course*. Preliminary report.

What does it mean to know one's freshman students when they number 120 and are diverse in their ethnic backgrounds, economic circumstances, and intellectual and career interests? Does knowing one's students in some personal sense really matter to their learning in a large introductory course? And, if it does matter, how in the crucible of our classroom practice can we come to know our students in meaningful ways? I describe a set of instructional practices developed collaboratively with my teaching partner, Uri Treisman, at UT Austin, and discuss the effects of these practices on students' course performance and academic trajectories. I conclude the talk with video interviews of students' recollections of these practices and their impact after two years have passed. (Received September 17, 2019)