At many institutions, Discrete Mathematics often serves as the introductory proofs course, as well as a content course. As such, teaching students what constitutes a well-written proof, and how to write good proofs, is a core part of this course. With this in mind, I examined some of the best practices used in writing-intensive courses in English, Social Science, and the Humanities. These courses do not merely involve a lot of writing; rather, they focus intently on the writing process, and on developing a student’s skill in writing. Over the past few semesters, I have been adapting these practices and applying them in my Discrete Mathematics classes. This talk focuses on my experience implementing these practices, and what has or has not worked. (Received September 17, 2019)