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There are certainly many different approaches to teaching mathematics. One of the oldest is encompassed best by the adage "homework, homework, homework". However, with the proliferation of applied word problems involved in some courses, the focus has shifted to increasing students' ability to write about and describe mathematics. We investigate these different ideologies by results obtained from two Calculus I classes. One of these methodologies was used in each class. In one class, the emphasis on homework was encouraged by the students keeping a homework journal in which they collected and corrected graded assignments. In the other class, the second methodology placed the emphasis on writing; this was encouraged by the students keeping a writing journal where they discussed formula-based class work in words. We will fully discuss the implementation of our research concerning these two methodologies. Also, we will explore the outcomes of our research not only based on students' academic success, but on their attitudes towards mathematics as well. (Received September 26, 2005)