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Jonathan P Lambright* (lambrij@savstate.edu), 3219 College St, PO Box 20089, Savannah, GA 31404, and **Josephine Foster**. *Using Writing Techniques To Enhance Learning In The Pre-Calculus Mathematics Classroom.*

In an effort to help students gain, retain and articulate core concepts, as well as impact students' thinking and communication skills, we have decided to embrace our University's Writing Across the Curriculum Peer Tutoring Program. This paper describes the impact of the use of a peer tutor and writing-to-learn techniques in an engineering pre-calculus mathematics course. The journal writing assignments provided practice with functional aspects of transactional writing. These journal assignments have given students needed practice in analyzing data, organizing their ideas, and communicating them effectively in written format. When a student has to describe in words the underlying meaning of mathematical symbols, he is forced to think about not just the meaning of the symbols and operators themselves but how those symbols are used, the data associated with the symbols, the relationships between the symbols and operators, and the resulting outcomes of such relationships. This type of written problem-solving communication reinforces a deeper understanding of the subject matter. This paper presents the research results of writing in the Pre-Calculus mathematics classroom, and suggestions for future work. (Received September 19, 2007)