

1077-K5-1565 **Angie Hodge*** (amhodge@unomaha.edu). *Preparing your calculus students: An inquiry-based algebra review.*

For anyone who has taught calculus, it is evident that the issue is not how to teach students the calculus material, but rather how to help each student succeed despite their insufficient background in algebra. That is, the algebra skills of the students is one of the greatest obstacles that inhibits students from doing well on calculus exams even if they seemingly understand the calculus concepts. Recently, I tried something different and began my calculus class with an inquiry-based algebra review that proved to be very successful. In this session, I will discuss the method I used to review algebra in only one week, including details about how I involved the students and did this without lecturing at them. The results of the first exam were astounding with not a single student making any “freshman mistakes” or many algebra errors at all. Rather, they became inquisitive and wanted know more about when they can use algebra and why the rules they memorized years ago actually work. This session is aimed at helping others prepare their calculus students to learn CALCULUS by effectively and efficiently overcoming their algebra deficiency via an inquiry-based learning approach. (Received September 20, 2011)