

1086-D1-754

Kimberly J Presser* (kjpres@ship.edu), Shippensburg University, Department of Mathematics, Shippensburg, PA 17257. *Communicating Criticism: Helping students learn to critique mathematical writing and to improve their writing with criticism received.* Preliminary report.

Our department has a writing component in Introduction to Abstract Algebra, which is our first heavy proofs course, as part of our assessment plan. After my first novice attempts at constructing writing assignments for this class, I began incorporating peer reviews. In my experience, the students have a very difficult time providing quality criticism and useful feedback. I find this especially interesting given the number of students who plan on becoming secondary mathematics teachers, who will need to be providing feedback to students on a regular basis. This has led to an emphasis in class discussions on giving, receiving and using quality criticism. For this presentation, I will discuss the writing assignments and feedback process, the classroom discussion items and assignments which can enhance these efforts and outcomes from previous experiences. (Received September 12, 2012)