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Reshuffling Calculus.

Most calculus textbooks follow a traditional approach to introducing the idea of differentiation – first discuss limits, then the definition of the derivative. Alternatively, the derivative may be defined first as a motivation for studying limits. It is easy to calculate the derivative of a polynomial without a sophisticated knowledge of limits. With this prompt, students may then be asked to differentiate several other common functions, in the course of which many of the limits usually encountered in a preparatory chapter are in fact developed by the students themselves (rather than studied now because they’ll be used later). This is just one example of when reshuffling the order sections are covered in a calculus sequence may enhance student learning. (Received September 17, 2013)