

1106-M1-2167 **Joy L. Becker*** (joy.becker@wartburg.edu) and **Jennifer L. Pothast**
(jennifer.pothast@wartburg.edu). *Math Anxiety and Reading Strategies in Math Content*
Courses. Preliminary report.

Students often experience math anxiety at various levels in lower-level mathematics courses, especially those required for general education programs. This research project, however, focuses on mathematics majors and pre-service teachers in math content courses. We investigated the use of reading strategies and processes, guided by reading quizzes and reflections, and their effects on students' anxiety levels, specifically related to problem solving and proof writing. Courses included a junior-senior level abstract algebra course and a math content course for pre-service elementary teachers. Anxiety levels were measured using a pre- and post-project survey, "Attitudes Toward Mathematics Inventory" developed by Martha Tapia in 1996, as well as written reflections from students. Results and potential applications of this project will be discussed. (Received September 15, 2014)