

1106-VT-1771 **Paul Sisson*** (paul.sisson@lsus.edu), Louisiana State University in Shreveport, One University Place, Shreveport, LA 71115, and **Tibor Szarvas** (tibor.szarvas@lsus.edu), Louisiana State University in Shreveport, One University Place, Shreveport, LA 71115. *Enneper Surfaces – An Example of History and Exploration in the Teaching of Calculus.*

Calculus is still too often presented as a collection of tools and theorems devoid of human connections and relationships to other topics. This tendency is understandable, given the sheer amount of material many departments try to cram into their calculus sequence, but learning usually suffers as a result. Drs. Sisson and Szarvas, both of whom have many years of experience as professors of mathematics and as university administrators, show how Enneper surfaces present the opportunity to incorporate history and exploration in the teaching of calculus. This approach allows students to learn calculus by making connections with what they already know and what they can discover through the use of technology and each other. (Received September 15, 2014)