

1106-VW-2751 **Carolyn E. Luna*** (carolyn.luna@utsa.edu), One UTSA Circle, San Antonio, TX 78249. *The Challenges of Teaching Developmental Mathematics Courses: Making Mathematics Appeal to Disengaged Learners by Seeking Depth Over Breadth*. Preliminary report.

Current curriculum standards for developmental mathematics courses require educators to cover chapters of content ranging from solving rational equations to dividing by complex numbers. Students, who often still struggle with using the addition principle to solve linear equations, suffer with this push for breadth of content over a deeper understanding of the course topics. Educators who teach these classes, however, have many tools at their disposal to enliven their classrooms and make mathematics appealing to struggling students. By actively engaging students in lessons that encourage mathematical discourse and peer interaction, developmental mathematics courses can stimulate higher order thinking that is motivated by the learners themselves. Although the breadth of the course content may be sacrificed for a deeper understanding of more fundamental mathematical topics, students will actually enjoy learning by doing a subject most of them once dreaded. (Received September 16, 2014)