

1125-VQ-2815      **Adam Giambrone\*** ([adam.giambrone@uconn.edu](mailto:adam.giambrone@uconn.edu)). *Incorporating Reading-Writing Assignments into a Liberal Arts Mathematics Course*. Preliminary report.

At many institutions, a number of students take a liberal arts math course to satisfy a general education requirement. Consequently, students may come into such a course with the mindset that the course is simply a box to be checked off on a checklist of graduation requirements. In an effort to increase student engagement and help students see how such a course fits into their college education, reading-writing assignments about intelligence, learning, and thinking have been woven into the Elementary Discrete Mathematics courses at the University of Connecticut, starting in the Fall 2015 semester. In this talk, we will discuss the creation and implementation of these reading-writing assignments, using student feedback and responses to highlight some benefits and challenges to incorporating this type of assessment into a liberal arts math course. (Received September 20, 2016)