

1135-N5-2576 **Malcah Effron*** (meffron@mit.edu). *Integrating Source Use into Undergraduate Research in Mathematics*. Preliminary report.

My students working on undergraduate math research assignments arrive with basic knowledge about citation and style guides. Yet, they often do not intuitively understand how or when to use, attribute, and acknowledge the range of sources used in mathematics. Dealing with similar—although not explicitly mathematical—issues, the field of writing studies has found that students learn appropriate source use more easily when they first understand sources’ roles in research and then learn the forms related to those roles [1]. Building from [1], this paper offers an activity to help students discover the different ways math research uses sources and the reasons for them. Before class, students read math articles and note where sources are used. Then, in class, they sort the results into their kinds and roles, which can be done in small group discussion. Together, students discuss these responses to create a guide about how and when to use different kinds of sources. Additionally, because it focuses on source use, the activity is accessible to a wide range of skill levels and research fields in mathematics.

[1] Bizup, J. “BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing,” *Rhetorical Review*, 2008. (Received September 26, 2017)