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Edwin P Herman* (eherman@uwsp.edu), Department of Mathematics and Computer Science, University of Wisconsin, Stevens Point, Stevens Point, WI 54481. *Using Reading Questions in an Introductory Statistics Course to Enhance Understanding of Concepts*. Preliminary report.

It is commonly accepted that students who actually read the textbook understand the material better and perform better (in general) than their counterparts. This fall I will test the hypothesis on my Introductory Statistics students. One section will be assigned a normal homework load, while the others will be assigned "reading questions" designed to require them to read the book in addition to a (slightly smaller) set of homework. I will then compare the sections using four methods: by comparing exam scores, by comparing quality of final projects, by comparing the type and quality of questions asked during class, and by comparing student evaluations of the course. Based on the differences, I hope to determine whether the reading questions prompted the section with the reading questions to actually read the book more, and whether that had an impact on their performance and understanding. (Received September 18, 2006)