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Jeffrey P. Smith* (jsmith@otterbein.edu), Mathematical Sciences Department, One Otterbein College, Westerville, OH 43081. *Cracking Open the Books: Encouraging Undergraduates to Interact with Mathematic(al) Texts*. Preliminary report.

Numerous studies indicate compliance with collegiate course reading at 20-30% for any given day and assignment. Unfortunately, those percentages drop even further when examining reading patterns of undergraduates in introductory mathematics classes. This session explores strategies that encourage college students to read mathematical texts purposefully. From Marking in the Moment to Post-Reading Post-Its, discover how to create experiences that motivate beyond "stick and carrot" accountability. Although data and anecdotes from a "math for the liberal arts" course will be highlighted, the ideas presented can be applied to nearly any math class. Bring your favorite textbook, article, or writing and take up the challenge to create an on-the-spot, engaging reading assignment - and be prepared to read! (Received July 02, 2008)