

Designed by AY 2016-17 WAC Fellow Syelle Graves

- Write out proofs in conventional English.
- Write out how students completed an assignment, as if writing for someone who is not even taking the course.
- Weekly journaling about topics learned each week, and how they are implemented in real life.
- Ask students to write their own “math autobiography” in which they reflect on their past math history and experiences. Faculty can get very useful insights into the mathematical anxieties and learning problems of students (as well as the causes of many of these problems). (*Engaging Ideas* 118-119)