1106-G5-1455      **Brian Katz\*** (`briankatz@augustana.edu`). *To $\delta\varepsilon$ or not to $\delta\varepsilon$.*

What is the role of the $\varepsilon - \delta$ definition of a limit in an introductory Calculus course? This definition can overwhelm young students, and yet without it these same students can become frustrated that there is no way to provide solid answers to questions about Calculus. In this talk, I will describe a task that facilitates guided-reinvention of the definition of limit adapted from the work of Michael Oehrtman and other RUME scholars. I will put the task in the context of a course that uses notes by Brian Loft and connect it to the larger inquiry trajectory in these notes. (Received September 13, 2014)