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Soofia Malik* (smalik2@uwyo.edu), Laramie, WY 82070. *Exploration of College Students' Learning through Writing in a Developmental Mathematics Course.*

This case study research explored if and how the integration of weekly writing assignments in a Developmental Mathematics course affects college students' learning as well as their attitudes toward mathematics. This research also addressed the main factors that college students believe are responsible for their learning and for change in their attitudes toward mathematics due to the integration of weekly writing assignments. The study took place in a community college located in the Western United States. The findings revealed that college students became independent problem solvers and active learners due to the integration of weekly writing assignments. Findings also showed that the incorporation of weekly writing assignments have the potential to improve college students' attitudes toward mathematics. Most importantly, college students were able to figure out their own mistakes and keep record of their progress, and thus became more confident in mathematics in general as a result of doing weekly writing in mathematics. (Received September 07, 2015)