

1135-O5-1448      **Kristin A. Camenga\*** ([camenga@ajcindustries.com](mailto:camenga@ajcindustries.com)), Juniata College, 1700 Moore Street, Huntingdon, PA 16652. *Making a Class Textbook in an IBL Number Theory Course*. Preliminary report.

How can you reduce your grading, free student time to work on more proofs and problems in the course, and have students write for someone other than the instructor? While teaching Number Theory from Marshall, Odell and Starbird's *Number Theory Through Inquiry*, I have had all students work on proving results and present their work in class and then assigned individual students to write up and revise their proofs to be posted on the course management system for later reference by the class. Therefore, I only read one proof of each result and can give detailed feedback which students use to revise their proofs. I will share the different ways I have approached this process with three groups of students at two liberal arts colleges, including timing, revision process, and grading. I will also discuss the improvements I have seen in student writing as a result. (Received September 22, 2017)