

1067-G1-1100      **Jennifer A Bergner\*** (jabergner@salisbury.edu), Department of Math/CS, 1101 Camden Ave., Salisbury, MD 21804. *Engaging abstract algebra students in the craft of proof writing*. Preliminary report.

In order to encourage students in both the content and craft of proof writing in abstract mathematics I have engaged 3 semesters of my abstract algebra students in a proof writing/critiquing cycle. In each section of material, students are assigned both a proof to write and a proof to edit/critique. The proof writer provides their editor and me with their proof. The editor then reviews the proof along the dimensions of content, clarity and craft and provides both the writer and me with the edited proof. I make further comments, turn the proof back to the writer and encourage them to edit their proof accordingly. The proof writer resubmits their final proof for a grade. I have various ways of assessing the whole process that helps guarantee student buy-in. I have found that my students rise to the challenge of crafting a proof that is to be read and evaluated by their peers. In this presentation I will share my approach, assessment strategies and collected evidence of student success with reading, writing, and editing proofs. (Received September 18, 2010)