

Meeting: 1003, Atlanta, Georgia, MAA CP A1, MAA Session on Getting Students To Discuss and To Write About Mathematics, I

1003-A1-1536 **Brian C. Ladd*** (blad@it.stlawu.edu), Dept Mathematics, CS and Statistics, St. Lawrence University, Canton, NY 13617. *Writing to Learn: Writing Across the Curriculum in Undergraduate Computer Science.*

Writing across the curriculum (WAC) provides useful guidelines for discipline-centered writing across many fields. This presentation reports on applying these guidelines to undergraduate computer science courses. The impact of guided rewrites, portfolios, and self-reflective essays in introductory courses has been generally positive. The development of short, “writing-to-learn” exercises for intermediate and advanced classes was slower to show benefit but has improved student’s ability to summarize key points, sharpened the focus of classroom discussions, and has served as a jumping off point for better design documents and, in turn, better computer programs. The use of traditional term papers in upper-level courses has been replaced by oral presentations and “student teaching” in an effort to improve senior students’ ability to communicate about the computer science literature. Our success in adapting WAC techniques for CS courses prove once again the old adage that “It’s all writing.” [Hunt and Thomas, *The Pragmatic Programmer*. Addison-Wesley. 1999] (Received October 05, 2004)