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James A Jones* (james.jones@usma.edu), Department of Mathematical Sciences, West Point, NY 10996, and **Elizabeth W Schott** (elizabeth.schott@usma.edu), **Stanley F Florkowski** (stanely.florkowski@usma.edu) and **Brian J Lunday** (brian.lunday@usma.edu). *Proactively Preventing Project Procrastination*. Preliminary report.

The ability to clearly communicate mathematical concepts and their application in writing is a fundamental skill to develop in undergraduate mathematicians. Although many curricula incorporate a written course project to assess the student's ability to relate the material to an audience, it is often treated as a large homework set, in that all of the work is done outside of class. This construct allows for procrastination by students whose work ethic (habits of mind) is not yet fully developed. In this talk, we discuss our application of a "project week" within various mathematics courses at our university. Setting aside new material, we dedicate time in- and out-of-class for formal interaction between the instructor and students in order to allow for them to (1) affect steady progress towards completion of their project; (2) increase their access to the instructor and, subsequently, feedback on their work to ensure it is mathematically sound, before beginning the written communication of their results; and (3) in the case of group projects, develop student's ability to form productive groups in a structured setting that allows them to produce quality and efficient group work outside of class. (Received September 22, 2010)