

1125-G1-1781 **Meghan De Witt*** (mdewitt@stac.edu). *First steps in IBL with students who have never proved a mathematical result before.*

The author recently taught her first IBL course—Complex Analysis—at an institution where students receive little to no training in proofs or logical argument. We describe the lessons learned and modifications made to the teaching method in order to reach the students and teach them not only the required topic but also how to formulate, structure, and defend their results. This includes a self-grading scheme whereby the students recognized their own level and consistently self-evaluated their progress. (Received September 19, 2016)