More and more colleges and universities are focusing their efforts on developing writing-centered and writing-intensive courses in all disciplines, including the quantitative disciplines. These courses demand that the instructor have substantial knowledge of writing instruction, and given the existing gaps in the literature, it is often difficult for faculty in the quantitative disciplines to find faculty development opportunities related to writing. Likewise, more and more faculty in quantitative disciplines are searching for ways to make their coursework richer and more relevant for their students.

**Student Writing in the Quantitative Disciplines** introduces the often-overlooked quantitative fields to the ideas of writing-to-learn (WTL) and writing in the disciplines (WID), guides readers through the pedagogy of writing in the quantitative disciplines, and is theoretically grounded means by which writing can be used to help undergraduate students to understand mathematical concepts.

Author Patrick Bahls answers the question: What does writing in math look like?

He equips instructors with the practical skills necessary to guide their students in writing well in quantitative courses at all levels of the college curriculum and addresses various genres of mathematical writing. Also, the book provides the criteria by which the quality of writing in each can be assessed.

Students and teachers in the quantitative disciplines can effectively make use of writing as a means to learn mathematical concepts and **Student Writing in the Quantitative Disciplines** helps to make that happen. The book is a must read for all those who want to help students to master mathematical ideas through writing.