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As part of a larger research study integrating Quantitative Literacy (QL) into other disciplines, this project embedded QL in English and mathematics methods courses, while developing collaboration between disciplines that traditionally have had little interaction. The mathematics and English methods students worked on several projects to integrate QL in a meaningful way and raise awareness about QL and teaching strategies common to both disciplines. In the first stage, the preservice teachers collected and analyzed their reading rates, then used Geometer's Sketchpad and Excel to fit trendlines to the data to learn to use QL in assessing their future students' reading progress. The second stage was to study inference in both written and statistical representations. Since both disciplines rely on inferences to read and write critically—both in the classroom and when dealing with social issues—interdisciplinary teams designed a project for high school students incorporating both English and QL. Both projects shared a common outcome: to develop preservice teachers' and their future students' understanding of the value of each discipline's approach to making inferences about classroom and global issues. We will share results and the projects the interdisciplinary teams designed. (Received September 28, 2005)