

1086-P1-2608 **Theresa Laurent*** (tlaurent@stlcop.edu), 4588 Parkview Place, St. Louis, MO 63110.

Incorporating More Quantitative Reasoning in an Applied Calculus Course.

Can we assume that Calculus students possess adequate quantitative reasoning skills? We all ask our students to do calculations to determine mathematical competence, but unless we ask students to interpret, represent, apply, analyze, and communicate mathematics, we can't assess the level of their quantitative reasoning skills. This presentation will discuss how the Association of American Colleges and Universities' Quantitative Literacy VALUE Rubric was used to enhance quantitative literacy in an Applied Calculus course. In the revised course, students spend more time on communicating the contextual meaning their results, creating multiple representations of given information, and applying their calculus skills to mathematical models. In this talk, many examples of these problems and assessments will be shared. (Received September 25, 2012)