

1023-I1-1124

**Tanya Cofer\*** (T-Cofer@neiu.edu), Department of Mathematics, Northeastern Illinois University, 5500 N. St. Louis Ave., Chicago, IL 60625, and **David C. Jabon** (djabon@depaul.edu), Director, Quantitative Reasoning Program, DePaul University, 990 W. Fullerton Room 4402, Chicago, IL 60614. *Concepts in Context: Writing and Reasoning about Quantitative Issues.*

Students taking the general education mathematics course entitled Quantitative Reasoning at DePaul and Northeastern Illinois Universities in Chicago participate in a nontraditional course designed to interest non-science majors. The course focuses on quantitative concepts in context. Students collaborate in groups to analyze real data and produce written reports which include their findings along with mathematical models. The computer lab setting and student-centered learning environment encourages constructive knowledge-building and active involvement by students at each class meeting. Students respond well to the real-world data studied in the course such as HIV infection rates and the federal minimum wage. The course builds analysis and communication skills throughout the term, culminating in a final project, presentation, and paper. Teams of students identify a topic of interest, collect and analyze related data independently, and present a summary of their findings in a Power Point presentation and quantitative report. As evidenced by student and peer evaluations as well as more formal assessments, the written work in this course 1) contributes significantly to the students' mathematical learning and 2) is well-received by the students. (Received September 25, 2006)