Concerns regarding Finite Mathematics courses spurred initial development at the University of Arkansas.

First course offered in Fall '04 to volunteers; Spring & Fall '05 for journalism majors; Spring '06 to general audience.

NSF-funded QRCW project bridged the efforts at 3 universities regarding instruction in Quantitative Literacy.

First course offered in Fall '04.

Currently 3 sections offered; by Fall '09, department plans 5-6 sections using QRCW materials.

Other sections of MATH 2183 currently use For All Practical Purposes.

Course requirements:

- College Algebra prerequisite
- Satisfies mathematics requirement for BA degree

Fall '08: began using Madison & Dingman's "Case Studies for Quantitative Reasoning" (note packets used prior).

Mathematical topics include measurement, number sense, rates of change, probability & statistics.

40 students per section; meetings twice a week for 80 minutes each; 30 total meetings per semester.

Fall '08: began using Madison & Dingman's "Case Studies for Quantitative Reasoning" (note packets used prior).

Mathematical topics include measurement, number sense, rates of change, probability & statistics.

Classroom organized for group work and class investigations.

Students invited to share “News of the Day” and to discuss the mathematics involved.

Assignments include exercises and case studies from the textbook as well as in-class investigations and unit quizzes.

Sample questions from the case study:

- Describe what the data in each of these graphs represent. Can both of these graphs be correct? Explain why or why not.
- If one assume the tax cut is $245 billion, how much are taxes cut (in dollars) for families in the $200,000 and over income bracket?
- How much are taxes cut in the $20,000 - $30,000 income bracket?
Using Media Articles to Drive a QL Course

**Course Assessment**

- **Student Assessment:**
  - HW, Quizzes, Class Investigations (50%)
  - Midterm Exam (20%)
  - Final Exam (20%)
  - Attendance & Participation (10%)

- **Course Overall:**
  - Student Pre/Post-Test (+3 gain; other sections show much smaller gains)
  - Strong support from faculty in arts, humanities, and social sciences
  - Positive feedback from students (course suited to their needs and likes)

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**QRCW at Central Washington University**

- Course taught: Fall 2008
- Enrollment: 24 students
- QL Requirement:
  - Satisfies our "Math for Liberal Arts Major" requirement.
  - Other sections of Math 101 use Bennett and Briggs' text
- Text: *Case Studies for Quantitative Reasoning* by Madison and Dingman
- 10 week quarter, 5 days a week, 50 mins. a day

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**QRCW at Central Washington University**

- Introduction: readings from "A Case for Quantitative Literacy" & "Importance of Quantitative Literacy"
- Students read and completed 11 case studies from text: small group work, class discussions, individual write ups
- Additional assignments: Create your own index, Medical Accuracy, Credit Card case study, reading of Best's "Birds–Dead and Deadly: Why Numeracy Needs to Address Social Construction"

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**Assessment**

- Students:
  - 4 quizzes (percent change, indices, compound interest, false positives): 33%
  - Homework: 42%
  - NoD: 17% [News of the Day]
  - Attendance: 8%
- Course:
  - Pre/post written assessment
  - Pre/post MC test (+2.5/17)

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**QRCW at Hollins University**

- Course taught: Spring 2008 and Fall 2008
- Enrollment: Approx 20 students each time
- Two QR Requirements for Gen Ed (q & Q):
  - Satisfies our "q" requirement. Required for students who do not receive "q" via entering assessment
  - Main Text: Bennett & Briggs
  - Supplemented with *Case Studies for Quantitative Reasoning* by Madison and Dingman
- 13 week semester, 3 days a week, 1 hour class period
Using Media Articles to Drive a QL Course

**QRCW at Hollins University**

- Two class sessions per week based on Bennett & Briggs text
- One class session per week is a “news” case study
- Four case studies completed with Excel
- Six “news” case study assignments, resulting in a QR in the news portfolio

**Use of the Case Studies**

- One class session to discuss and critique a given case study/sometimes in class, sometimes in the lab with Excel
- Written assignment that allows students to find a recent article for comparison/personalize the information

**Assessment**

- **Students** (Total of 850 points)
  - “daily” homework (100 points)
  - Three in class tests (300 points)
  - Four excel labs (100 points)
  - Six “QR in the News” papers (100 points)*
  - Final Exam (150 points)
  - Attendance/Participation (100 points)

- **Course**
  - Spring 2008 Pre/post MC test (+1.5/17)
  - Written paragraph on “importance of QR”

*definitely the hardest (and most significant) part of the course