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Kimberly M Vincent* (vincent.kimberly@gmail.com), WSU, Dept of Mathematics, PO Box 643113, Pullman, WA 99164-3113. *Incorporating Quantitative Literacy into the Research Writing Classroom*. Preliminary report.

Frequently students must be able to accurately analyze data and make logical inferences, whether conducting original research or discussing other's research in order to represent reality in their research. Yet composition teachers often neglect to provide students with instruction on how to interpret and make inferences about quantitative information. Our students often use statistics found through library and internet searches to support their written arguments and claims, yet they do not always know how to avoid skewing reality, nor do they understand how questioning the statistic or other evidence is one of their responsibilities as an ethical researcher. A common assumption is that numbers and statistics must be valid. Thus, teachers do try to relay the importance of questioning the bias of statistical information, just as they encourage students to critique all sources. However, composition teachers, while skilled in helping students evaluate rhetoric, frequently do not have the resources to help students make reasonable inferences from statistics, nor to judge their validity. Ways instructors addressed QL in their composition writing classes will be shared. (Received September 17, 2008)