

MF-2005-1 **Gizem Karaali***, Department of Mathematics, University of California,
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Even though special Quantitative Literacy (QL) programs are currently being developed and utilized in several colleges and universities, most schools still depend on traditional mathematics courses to reach their quantitative literacy goals. This paper is a case study of how a traditional mathematics course sequence intended for students majoring in social and life sciences may be modified and adapted to at least partially fulfill the need in case a stand-alone QL program is not yet developed. The course sequence in discussion covers the traditional content of a first-year calculus sequence along with a clear and intentional emphasis on word problems. (Received)