

1116-Q5-2144 **Gizem Karaali*** (gizem.karaali@pomona.edu), Pomona College Dept of Mathematics, 610 N. College Avenue, Claremont, CA 91711. *Defining Quantitative Literacy Through College-Level Textbooks: A Preliminary Report*. Preliminary report.

Scholarship in the interdisciplinary world of quantitative literacy (QL) is thriving. Colleges and universities across North America are moving toward requiring courses in quantitative literacy in place of mathematics as part of their General Education plans. In the midst of such productive action, the term quantitative literacy itself still is not curricularly proscribed. This project attempts to seek out common threads and analyze discrepancies in the QL curricula proposed by eight different textbooks and content-providers. Following the framework developed originally in (Harel 1987) we investigate sequencing of content, levels of generality, emphasized applications, introductory material, as well as explicitly stated learning outcomes. (Received September 22, 2015)