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William E Haver* (wehaver@vcu.edu), Department of Mathematical sciences, Box 2014, Virginia Commonwealth University, Richmond, VA 23284-2014. *Providing Large Numbers of Students a Meaningful Alternative to the Traditional College Algebra Course.*

The traditional College Algebra course is not appropriate for most students currently enrolled in these courses. At many schools, particularly those without highly selective admission criteria, large numbers of non-calculus-intending students complete college algebra. I believe that, instead they should be taking courses intended to produce students who are better able to: think logically about quantitative issues; make use of mathematical skills in real situations; independently read new quantitative topics; explain quantitative topics orally; explain quantitative ideas in written form. Students should also improve their "number sense", learn some details of a variety of mathematical situations; and have fun doing mathematics. There are a number of appropriate texts available. The challenge is to prepare the teaching force (mostly GTAs and part-time instructors) to offer such a course. At VCU we have developed an approach that enables us to offer such a course to over 1600 students annually. The course includes the writing, team and individual projects, oral presentations, and classroom activities necessary for students to achieve these goals. I will describe our approach and distribute a copy of our Instructor's Manual. (Received September 13, 2000)