

Meeting: 1003, Atlanta, Georgia, MAA CP K1, MAA Session on Countering “I Can’t Do Math”: Strategies for Teaching Under-Prepared, Math-Anxious Students

1003-K1-1408 **Linh Changaris*** (changaris1@apsu.edu), Mathematics Department, APSU, Clarksville, TN 37044, and **David Cochener** (cochenerdj@apsu.edu), **Shirley Hagewood** (hagewoods@apsu.edu) and **Nell K. Rayburn** (rayburnn@apsu.edu). *A Freshman “Applications of Mathematics” Course*. Preliminary report.

We describe a mathematics course designed to fulfill the general education core requirement for students majoring in the arts or humanities. At our university, many students in this population have traditionally expressed a lack of interest in mathematics and/or anxiety about their ability in the subject. Almost half of the students currently enrolled in the course entered the university with ACT math subscores below 19.

One of our goals for this course is to emphasize connections between mathematics and the arts and humanities. Our strategy is to organize the course around topics from other disciplines and to introduce the relevant mathematics as it comes up. This puts the mathematics in a more concrete context, which seems to help some of the weaker students. Active learning strategies and cooperative learning groups are used to try to minimize student anxiety and maximize student participation and interest.

The course, still experimental, currently consists of three modules: The Mathematics of Politics, The Mathematics of Cryptanalysis, and The Mathematics of Sound and Music.

The talk describes the content of the modules, the teaching strategies used, and lessons learned in the development of the course. (Received October 05, 2004)