1067-Z1-1898 **Gregory M Johnson*** (greggo@math.cmu.edu), Department of Mathematical Sciences, Wean Hall 8122, Carnegie Mellon University, Pittsburgh, PA 15213, and **Christopher S Shaw** (cshaw@colum.edu), Department of Science & Mathematics, Columbia College, 600 S. Michigan Ave., Chicago, IL 60605. *The war on apathy in a terminal statistics course: Motivating definitions from day one.* Preliminary report.

A terminal mathematics sequence often serves as a net for students uninterested in pursuing mathematical material beyond the point of rote memorization and plug-and-play algorithms, all to be forgotten after the final exam. The pedagogical evidence points toward motivating definitions and concepts through interactive learning as a method to combat this problem, yet such exercises are difficult to capture in the introductory exposition of a textbook. We present several efficient approaches for introducing salient statistical concepts in class, and discuss how a five-minute anonymous survey can generate data whose pedagogical properties are engineered to illustrate most of the key definitions that go into a typical first week of classes. (Received September 22, 2010)