

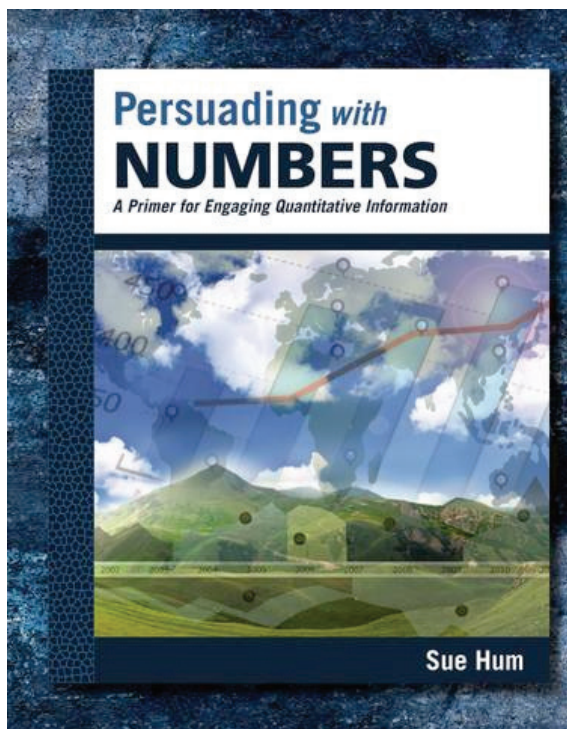
Persuading with Numbers

Sue Hum

Persuading with Numbers provides a concise but important guide that technical communicators can use to integrate quantitative data into their work. This text not only shows students how to understand and assess quantitative data they gather through reading, but also how to design and gather their own quantitative data and incorporate it into written arguments and visual displays. Instructors will thus find *PWN* an important adjunct in training the technical communicator.

Sue Hum is associate professor of English at the University of Texas at San Antonio. She specializes in quantitative literacy and visual rhetoric in technical and professional writing contexts. Her research also includes critical race studies, particularly viewing practices connected to race and ethnicity. In these three areas, she has authored scholarly journal articles, book chapters, and books. Her publications have appeared in journals, including *College English*, *JAC: Journal of Advanced Composition*, and *Journal of the Assembly for Expanded Perspectives on Learning (JAEPL)*. In addition to *Persuading with Numbers: A Primer for Engaging Quantitative Information (Kona Publishing & Media Group, 2017)*, she has two coauthored anthologies: *Ways of Seeing, Ways of Speaking* (with Kristie Fleckenstein and Linda Calendrillo, Parlor Press, 2007) and *Relations, Locations, Positions: Composition Theory for Writing Teachers* (with Peter Vandenberg and Jennifer Clary-Lemon, National Council of Teachers of English Press, 2006).

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Co-author: Integrating Quantitative Literacy into Technical Writing Instruction (2017)

Abstract: We argue that skills in quantitative literacy (QL) and quantitative reasoning (QR) augment students' communicative effectiveness. This article offers a pedagogical framework and model for how QR can be productively interwoven with the rhetorical know-how of technical writing pedagogy. We describe our course redesign, present preliminary assessment data, and conclude by highlighting some implications not only for student learning, but also for the QL movement itself.

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