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**Science on the Table: Motivating Non-Science Majors to Learn Physical Science** MARTHA WELLER, JUDITH IRIARTE-GROSS, Middle Tennessee State University — Most undergraduates in non-scientific fields view personal science knowledge as both irrelevant and unnecessary for their future well-being. Attempts by universities to address the problem of an increasingly scientifically illiterate citizenry through the incorporation of science requirements in the general education curriculum are viewed by students as one more obstacle in their quest for an undergraduate degree, not as an opportunity to develop the skills needed for personal and civic decision making related to scientific and technologic issues. We have modified the laboratory portion of our existing Physical Science course (previously a catch-all course intended to cover concepts in physics, chemistry, earth science, and astronomy in one semester) to incorporate activities that draw attention to the impact of science on society and individuals. These activities include classroom debates on current issues with scientific content as well as experiments that draw attention to the science of everyday materials and phenomena. We will discuss these activities and the skills students are expected to develop from them.

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