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Chapter 8

Quadratic

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Equations

BEGINNING ALGEBRA: CONNECTING

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CONCEPTS THROUGH APPLICATIONS shows students how to apply traditional mathematical skills in real-world contexts. The emphasis on skill building and applications engages students as they master algebraic concepts, problem solving, and communication skills. Students learn

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how to solve problems generated from realistic applications, instead of learning techniques without conceptual understanding. The authors have developed several key ideas to make concepts real and vivid for students. First, they emphasize strong algebra skills. These skills

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support the applications and enhance student comprehension. Second, the authors integrate applications, drawing on realistic data to show students why they need to know and how to apply math. The applications help students develop the skills needed to explain the meaning of

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answers in the context of the application. Third, the authors develop key concepts as students progress through the course. For example, the distributive property is introduced in real numbers, covered when students are learning how to multiply a polynomial by a constant,

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and finally when students learn how to multiply a polynomial by a monomial. These concepts are reinforced through applications in the text. Last, the authors' approach prepares students for intermediate algebra by including an introduction to material such as functions and

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knowledge of introductory College Algebra is desirable, and can be found in my book, "College Algebra, Vol. 1". This first volume, is devoted to

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set theory, set of real numbers, algebraic operations, ratios and proportions, inequalities, absolute values, identities, factorization and

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permanent inequalities.

The current volume,

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several topics on higher

degree equations and

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inequalities, systems of equations (linear and non linear), polynomials, complex numbers, progressions, logarithmic and exponential equations,

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etc. The book contains 19 chapters, as shown analytically in the table of contents.

Chapter 1 is devoted to mappings and functions, Cartesian coordinates

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and graphs of functions. Chapter 2 treats first degree equations in one unknown, factored equations and equations involving absolute values. Chapter 3 covers

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first degree inequalities in one unknown and inequalities with absolute values.

Chapter 4 concentrates on systems of linear equations, ($2 \times 2, 3 \times 3,$

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etc). Useful and powerful methods and techniques are developed, (method of substitution, Cramer's rule, Gauss's elimination method, the

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generalized method of substitution, etc), for the solution of linear systems and various special types of linear systems are considered. Graphical solution of

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linear systems and linear inequalities are studied in chapter 5, while rational equations and rational inequalities are considered in chapter 6.

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Irrational equations are studied in chapter 7.

The theory of complex numbers and related properties are developed in chapter 8. Quadratic equations are studied in

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considerable depth and details in chapter 9, while the theory of quadratic trinomial is developed in chapter 10. Chapter 11 is devoted to equations and

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inequalities transformable to quadratic equations and inequalities, (for example, biquadratic equations, reciprocal equations, binomial and

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trinomial equations, etc). Non linear algebraic systems are considered in chapter 12. Polynomials in one variable and related theorems are studied in

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chapter 13, while chapter 14 is devoted to the general properties of polynomial equations, (theorem of conjugate roots, theorem of rational roots, theorem

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of irrational roots, Vieta's theorem, etc). Polynomials in several variables and related theorems are studied in chapter 15. Arithmetic, harmonic and geometric

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progressions and various applications are introduced in chapter 16. Logarithms, logarithmic equations and exponential equations are developed

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in chapter 17. Chapter 18 is devoted to the theory of conditional maxima and minima of functions of several variables. Finally, in chapter 19, we study

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some special topics, related to the application of complex numbers in polynomials and trigonometry. The famous, Cote's theorem, is proved easily, with

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the aid of complex numbers. At the end of the book, there is a list of 256 supplementary problems, covering all topics developed in the

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bar and line graphs, and equations. Chapter 4 introduces ordered pairs, graphing, and slope with a gentle introduction to the function concept using

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input-output relationships. Chapter 8 reviews and then extends the work with linear equations in two variables begun in Chapter 4 and provides

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additional discussion of functions, including domain, range, and function notation. Also consistent with this approach, graphs of quadratic equations are

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included earlier in the text when quadratic equations are solved rather than with the material on conic sections as in the previous edition. For

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added flexibility, a new appendix that reviews exponents, polynomials, and factoring is also included. If you choose not to cover graphing linear equations and

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functions earlier as the new edition suggests, you can defer Chapter 4 and combine it with Chapter 8 as in the previous edition.

Material on graphing in

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Section 5.1 can easily be omitted. Applied problems in Chapters 5-7 that refer to the function concept can be used without actually working through Chapter

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4.

Engineering Mathematics
Computational Issues of
Sensitivity Equation
Methods

CLEP College Algebra

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Equations, Systems,
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top of the page. A proof of the first 6 Chapters of the book is now available as an einspection copy, by clicking the einspection copy button to the left. Rita Bateson was, until very recently, the

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Curriculum Manager for MYP Mathematics and Sciences at the International Baccalaureate® (IB) and continues to be involved in curriculum review. She is an experienced teacher of MYP

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and DP Mathematics and Sciences, and is Head of Mathematics in her current school. She has taught in many international schools in Europe as well as North America. Her interest include

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overcoming mathematics anxiety in pupils and STEM education. She is also the co-author of MYP by Concept 1-3 Mathematics, with Irina Amlin.

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and subtraction of real numbers, and properties of real numbers. The text then examines exponents and polynomials, factoring, and rational expressions. Topics include multiplication and division of

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rational expressions, equations involving rational expressions, dividing a polynomial by a polynomial, factoring trinomials, greatest common factor, operations with monomials, addition and subtraction of

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polynomials, and binomial squares and other special products. The book takes a look at more quadratic equations and roots and radicals, including multiplication and division of radicals, equations involving

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Chapter 30: Polar Coordinates

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Chapter 32: Analytic Geometry

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41: Mixtures / Fluid Flow

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Costs Chapter 46: Interest and Investments Chapter 47: Problems in Space Index WHAT THIS BOOK IS FOR Students have generally found algebra and trigonometry difficult subjects to understand and

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learn. Despite the publication of hundreds of textbooks in this field, each one intended to provide an improvement over previous textbooks, students of algebra and trigonometry continue to

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remain perplexed as a result of numerous subject areas that must be remembered and correlated when solving problems. Various interpretations of algebra and trigonometry terms also

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contribute to the difficulties of mastering the subject. In a study of algebra and trigonometry, REA found the following basic reasons underlying the inherent difficulties of both math

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subjects: No systematic rules of analysis were ever developed to follow in a step-by-step manner to solve typically encountered problems. This results from numerous different conditions

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and principles involved in a problem that leads to many possible different solution methods. To prescribe a set of rules for each of the possible variations would involve an enormous number of

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additional steps, making this task more burdensome than solving the problem directly due to the expectation of much trial and error. Current textbooks normally explain a given principle in a few pages

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written by a mathematics professional who has insight into the subject matter not shared by others. These explanations are often written in an abstract manner that causes confusion as to the

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principle's use and application. Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of applications and different aspects of the

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principle being studied. The numerous possible variations of principles and their applications are usually not discussed, and it is left to the reader to discover this while doing exercises. Accordingly,

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the average student is expected to rediscover that which has long been established and practiced, but not always published or adequately explained. The examples typically following

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the explanation of a topic are too few in number and too simple to enable the student to obtain a thorough grasp of the involved principles. The explanations do not provide sufficient basis to solve

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problems that may be assigned for homework or given on examinations. Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material

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between steps, and as a result requires the reader to figure out the missing information. This leaves the reader with an impression that the problems and even the subject are hard to learn - completely the

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opposite of what an example is supposed to do. Poor examples are often worded in a confusing or obscure way. They might not state the nature of the problem or they present a solution, which

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appears to have no direct relation to the problem. These problems usually offer an overly general discussion - never revealing how or what is to be solved. Many examples do not include accompanying

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diagrams or graphs, denying the reader the exposure necessary for drawing good diagrams and graphs. Such practice only strengthens understanding by simplifying and organizing algebra and

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trigonometry processes. Students can learn the subject only by doing the exercises themselves and reviewing them in class, obtaining experience in applying the principles with their different

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ramifications. In doing the exercises by themselves, students find that they are required to devote considerable more time to algebra and trigonometry than to other subjects, because

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they are uncertain with regard to the selection and application of the theorems and principles involved. It is also often necessary for students to discover those "tricks" not revealed in their

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texts (or review books) that make it possible to solve problems easily. Students must usually resort to methods of trial and error to discover these "tricks," therefore finding out that they

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may sometimes spend several hours to solve a single problem. When reviewing the exercises in classrooms, instructors usually request students to take turns in writing solutions on the

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boards and explaining them to the class. Students often find it difficult to explain in a manner that holds the interest of the class, and enables the remaining students to follow the material written on the

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boards. The remaining students in the class are thus too occupied with copying the material off the boards to follow the professor's explanations. This book is intended to aid students in

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algebra and trigonometry overcome the difficulties described by supplying detailed illustrations of the solution methods that are usually not apparent to students. Solution methods

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are illustrated by problems that have been selected from those most often assigned for class work and given on examinations. The problems are arranged in order of complexity to enable students

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to learn and understand a particular topic by reviewing the problems in sequence. The problems are illustrated with detailed, step-by-step explanations, to save the students large amounts of

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time that is often needed to fill in the gaps that are usually found between steps of illustrations in textbooks or review/outline books. The staff of REA considers algebra and trigonometry subjects that are

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best learned by allowing students to view the methods of analysis and solution techniques. This learning approach is similar to that practiced in various scientific laboratories, particularly in

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the medical fields. In using this book, students may review and study the illustrated problems at their own pace; students are not limited to the time such problems receive in the

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Students develop sound mathematical skills by learning how to solve problems generated from realistic applications, instead of learning techniques without conceptual understanding. Authors Mark Clark and Cynthia Anfinson have developed several key ideas to make concepts real and vivid for students. First,

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the authors place an emphasis on developing strong algebra skills that support the applications, enhancing student comprehension and developing their problem solving abilities. Second, applications are integrated throughout, drawing on realistic and numerically appropriate data to show students how to

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apply math and to understand why they need to know it. These applications require students to think critically and develop the skills needed to explain and think about the meaning of their answers. Third, important concepts are developed as students progress through the course and overlapping elementary and

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intermediate content in kept to a minimum. Chapter 8 sets the stage for the intermediate material where students explore the eyeball best-fit approach to modeling and understand the importance of graphs and graphing including graphing by hand. Fourth, Mark and Cynthia's approach prepares students for a range of

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