



ALGEBRA - Part 2

PARTS 1 & 2 COMBINED COVER PRINCIPLES FOR BASIC, INTERMEDIATE AND COLLEGE COURSES

GRAPHING

REAL NUMBER LINE

Chart of the graphs, on the real number line, of solutions to one-variable equations:

SYMBOL & GRAPHIC NOTATION

= SYMBOL - CLOSED CIRCLE

Ex. $x = -2$

= SYMBOL - OPEN CIRCLE AND A RAY

Ex. $x > 4$

= SYMBOL - OPEN CIRCLE AND A RAY

Ex. $x < -1$

≥ SYMBOL - CLOSED CIRCLE AND A RAY

Ex. $x ≥ 3$

≤ SYMBOL - CLOSED CIRCLE AND A RAY

Ex. $x ≤ 2$

* Direction of ray is determined by picking (at random) a value on each side of the circle. Ray goes in direction of the point which makes the inequality true.

ABSOLUTE VALUE STATEMENTS

1. **Equalities:** To solve $|ax+b|=c$, where $c > 0$, solve both equations $ax+b=c$ and $ax+b=-c$, and graph the union of the two solutions.

2. **Inequalities:**

a. To solve $|ax+b|<c$, where $c > 0$, solve $ax+b<c$ and $ax+b>-c$; these two inequalities may be written as one $-c<ax+b<c$; graph the intersection of the two solutions.

b. To solve $|ax+b|>c$, where $c > 0$, solve $ax+b>c$ or $ax+b<-c$; graph the union of the two solutions.

RECTANGULAR (OR CARTESIAN) COORDINATE SYSTEM

Method, using two perpendicular lines (intersecting at 90 degree angles), for locating and naming points of a plane. The vertical line is the *y-axis*. The horizontal line is the *x-axis*. The point where they intersect is called the *origin*.

LOCATING POINTS (ORDERED PAIRS)

Each point on coordinate plane is named or located by using an ordered pair of numbers separated by a comma and enclosed in a set of parenthesis; first number is *x-coordinate* or *abscissa*; second number is *y-coordinate* or *ordinate*; that is, an ordered pair is of the form (x,y) . The origin is $(0,0)$.

QUADRANTS

The *x-axis* and the *y-axis* separate the plane into fourths. Each fourth is called a **quadrant**. The quadrants are labeled using Roman numerals, starting in the upper right section, and continuing counterclockwise through quadrants I, II, III, and IV (which is located in the lower right section).

DISTANCE FORMULA: $d = \sqrt{(a-c)^2 + (b-d)^2}$

Finds distance between two points, (a,b) and (c,d) ; is derived from the application of the Pythagorean Theorem and always results in a *non-negative number*.

MIDPOINT FORMULA: $\left(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2} \right)$

Determines the coordinates of the midpoint of a line segment with endpoints of (x_1,y_1) and (x_2,y_2) .

LINES

SLOPE OF A LINE

The slope of a line can loosely be described as the slant of the line. If the line slants up on the right end of the line then the slope will be a positive number. If the line slants up on the left end of the line then the slope will be a negative number. If the line is horizontal then the slope is zero. If the line is vertical then the line has no slope, it is undefined.

• **FORMULA:** If line is not vertical then slope (indicated by *m*) can be found using two distinct points $A = (x_1, y_1)$ and $B = (x_2, y_2)$ of the line and using *x-coordinates* and *y-coordinates* in the formula:

$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{\text{change in } y}{\text{change in } x} = \frac{\text{rise}}{\text{run}}$$

• **PARALLEL:** The slopes of parallel lines are equal.

• **PERPENDICULAR:** The slopes of perpendicular lines are negative reciprocals. If the slope of L_1 is m_1 and the slope of L_2 is m_2 , and the lines are perpendicular then $m_1 = -1/m_2$ or $(m_1)(m_2) = -1$. EX: If the slope of a line is $-1/2$ then the slope of the line which is perpendicular to it is $+2$.

LINEAR EQUATIONS (EQUATIONS OF LINES)

1. Since the coordinate system has an *x-axis* and a *y-axis*, lines which intersect the *x-axis* contain the variable *x* in the linear equation; lines which intersect the *y-axis* contain the variable *y* in the linear equation; and, lines which intersect both the *x-axis* and the *y-axis* have both variables *x* and *y* in the linear equation.
2. **Slope-intercept form** of equation of a line is $y = mx + b$ where *m* is the slope of the line and *b* is the *y-intercept* (*y-value* of the point where the line intersects *y-axis*).
3. **Standard form** of the equation of a line is $ax + by = c$ where the number values for *a*, *b*, and *c* are integers (note that the *b* does not represent the *y-intercept* in this form).

GRAPHING

When equation of a line is known, it may be graphed in any of the following ways:

1. **Horizontal lines** have equations which simplify to the form $y = b$, where *b* is the *y-intercept*. The slope of these lines is zero.
2. **Vertical lines** have equations which simplify to form $x = c$, where *c* is the *x-intercept*. They have no slope.
3. **Find at least two points** which make the equation true and are therefore on the line. Finding a third point is one method of checking for errors. If all three points do not form a line then there is an error in at least one of the points. To find these points:
 - a. Choose a number at random.
 - b. Substitute the number into the linear equation for either the *x* or the *y* variable in the equation.
 - c. Solve the resulting equation for the other variables.
 - d. The randomly selected number (step a) and solution number (step c) result in one point: (x, y) .
 - e. Repeat above steps a through d above as indicated until the desired number of points have been created.
 - f. Plot points and connect them; resulting graph should be a line.
4. **Plot the *x-intercept* and the *y-intercept*.**
 - a. Substitute zero for the *y* variable in the equation and solve for *x* to find the *x-intercept*.
 - b. Substitute zero for the *x* variable in the equation and solve for *y* to find the *y-intercept*.
 - c. Plot these two points and draw the graph of the line which contains them.
 - d. **NOTE:** Lines which have the same point as the *y-intercept* and the *x-intercept*, that is, the origin $(0,0)$, must have at least one other point located in order to draw the graph of the line.
5. **Write the equation in the slope-intercept form**, plot the point where the line crosses the *y-axis* (the *b value*), use the slope to plot additional points on the line (rise over run). Connect the points to draw the graph of the line.
6. **Find the slope of the line and one point on the line.** Plot the point first, then use the slope to plot additional points on the line. That is, count the slope as rise over run beginning at the point which was just plotted.

Algebra Part I

**Rongbo Zhu, Yanchun Zhang, Baoxiang
Liu, Chunfeng Liu**



Algebra Part I:

The Elements of Algebra ... Part I. Fifteenth Edition John William Colenso, 1860 **Examination-questions on Colenso's Algebra, Part I** John Hunter (M.A., of Uxbridge.), 1863 *Examples in Algebra. Arranged Progressively. Part I., Including Surds and Quadratic Equations* Rev. W. F. Macmichael, 1878 **Methods of Algebraic Geometry in Control Theory: Part I** Peter Falb, 2018-08-25 An introduction to the ideas of algebraic geometry in the motivated context of system theory Thus the author describes his textbook that has been specifically written to serve the needs of students of systems and control Without sacrificing mathematical care the author makes the basic ideas of algebraic geometry accessible to engineers and applied scientists The emphasis is on constructive methods and clarity rather than abstraction The student will find here a clear presentation with an applied flavor of the core ideas in the algebra geometric treatment of scalar linear system theory The author introduces the four representations of a scalar linear system and establishes the major results of a similar theory for multivariable systems appearing in a succeeding volume Part II Multivariable Linear Systems and Projective Algebraic Geometry Prerequisites are the basics of linear algebra some simple notions from topology and the elementary properties of groups rings and fields and a basic course in linear systems Exercises are an integral part of the treatment and are used where relevant in the main body of the text The present softcover reprint is designed to make this classic textbook available to a wider audience This book is a concise development of affine algebraic geometry together with very explicit links to the applications and should address a wide community of readers among pure and applied mathematicians Monatshefte für Mathematik **An Elementary Course of Practical Mathematics. Part I. Elementary Algebra** James Elliot (Mathematician.), 1850 **The Lefschetz Centennial Conference. Part I: Proceedings on Algebraic Geometry** D. Sundararaman, 1986 Contains many of the papers in the area of algebraic geometry presented at the 1984 Solomon Lefschetz Centennial Conference held in Mexico City This work also focuses on the areas of algebraic topology and differential equations where Lefschetz made significant contributions **Junior studies in algebra. Examination-questions on Colenso's Algebra, part i** John Hunter (of Uxbridge.), 1863 **Junior studies in Algebra. Examination-questions on Colenso's Algebra, part I., with sets of graduated exercises in simple equations. ...** By J. H. John HUNTER (Principal of Uxbridge School.), 1863 **Algebras of Functions on Quantum Groups: Part I** Leonid I. Korogodski, Yan S. Soibelman, 1998 The text is devoted to the study of algebras of functions on quantum groups The book includes the theory of Poisson Lie algebras quasi classical version of algebras of functions on quantum groups a description of representations of algebras of functions and the theory of quantum Weyl groups It can serve as a text for an introduction to the theory of quantum groups and is intended for graduate students and research mathematicians working in algebra representation theory and mathematical physics *Elementary Algebra Parts I-iii* , **Undergraduate Algebra** Matej Brešar, 2019-05-15 This textbook offers an innovative approach to abstract algebra based on a unified treatment of similar concepts across

different algebraic structures This makes it possible to express the main ideas of algebra more clearly and to avoid unnecessary repetition The book consists of two parts The Language of Algebra and Algebra in Action The unified approach to different algebraic structures is a primary feature of the first part which discusses the basic notions of algebra at an elementary level The second part is mathematically more complex covering topics such as the Sylow theorems modules over principal ideal domains and Galois theory Intended for an undergraduate course or for self study the book is written in a readable conversational style is rich in examples and contains over 700 carefully selected exercises

Methods of Algebraic Geometry in Control Theory: Part II Peter Falb, 2018-09-14 An introduction to the ideas of algebraic geometry in the motivated context of system theory This describes this two volume work which has been specifically written to serve the needs of researchers and students of systems control and applied mathematics Without sacrificing mathematical rigor the author makes the basic ideas of algebraic geometry accessible to engineers and applied scientists The emphasis is on constructive methods and clarity rather than on abstraction While familiarity with Part I is helpful it is not essential since a considerable amount of relevant material is included here Part I Scalar Linear Systems and Affine Algebraic Geometry contains a clear presentation with an applied flavor of the core ideas in the algebra geometric treatment of scalar linear system theory Part II extends the theory to multivariable systems After delineating limitations of the scalar theory through carefully chosen examples the author introduces seven representations of a multivariable linear system and establishes the major results of the underlying theory Of key importance is a clear detailed analysis of the structure of the space of linear systems including the full set of equations defining the space Key topics also covered are the Geometric Quotient Theorem and a highly geometric analysis of both state and output feedback Prerequisites are the basics of linear algebra some simple topological notions the elementary properties of groups rings and fields and a basic course in linear systems Exercises which are an integral part of the exposition throughout combined with an index and extensive bibliography of related literature make this a valuable classroom tool or good self study resource The present softcover reprint is designed to make this classic textbook available to a wider audience The exposition is extremely clear In order to motivate the general theory the author presents a number of examples of two or three input two output systems in detail I highly recommend this excellent book to all those interested in the interplay between control theory and algebraic geometry Publicationes Mathematicae Debrecen

This book is the multivariable counterpart of Methods of Algebraic Geometry in Control Theory Part I In the first volume the simpler single input single output time invariant linear systems were considered and the corresponding simpler affine algebraic geometry was used as the required prerequisite Obviously multivariable systems are more difficult and consequently the algebraic results are deeper and less transparent but essential in the understanding of linear control theory Each chapter contains illustrative examples throughout and terminates with some exercises for further study Mathematical Reviews

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Richard Hiley,1863 **Algebra I Workbook For Dummies** Mary Jane Sterling,2011-07-08 From signed numbers to story problems calculate equations with ease Practice is the key to improving your algebra skills and that s what this workbook is all about This hands on guide focuses on helping you solve the many types of algebra problems you ll encounter in a focused step by step manner With just enough refresher explanations before each set of problems this workbook shows you how to work with fractions exponents factoring linear and quadratic equations inequalities graphs and more 100s of problems Hundreds of practice exercises and helpful explanations Explanations mirror teaching methods and classroom protocols Focused modular content presented in step by step lessons Practice on hundreds of Algebra I problems Review key concepts and formulas Get complete answer explanations for all problems **Advances in Computational Intelligence, Part I**

Salvatore Greco,Bernadette Bouchon-Meunier,Giulianella Coletti,Mario Fedrizzi,Benedetto Matarazzo,Ronald R. Yager,2012-07-20 These four volumes CCIS 297 298 299 300 constitute the proceedings of the 14th International Conference on Information Processing and Management of Uncertainty in Knowledge Based Systems IPMU 2012 held in Catania Italy in July 2012 The 258 revised full papers presented together with six invited talks were carefully reviewed and selected from numerous submissions The papers are organized in topical sections on fuzzy machine learning and on line modeling computing with words and decision making soft computing in computer vision rough sets and complex data analysis theory and applications intelligent databases and information system information fusion systems philosophical and methodological aspects of soft computing basic issues in rough sets 40th anniversary of the measures of fuzziness SPS11 uncertainty in profiling systems and applications handling uncertainty with copulas formal methods to deal with uncertainty of many valued events linguistic summarization and description of data fuzzy implications theory and applications sensing and data mining for teaching and learning theory and applications of intuitionistic fuzzy sets approximate aspects of data mining and database analytics fuzzy numbers and their applications information processing and management of uncertainty in knowledge based systems aggregation functions imprecise probabilities probabilistic graphical models with imprecision theory and applications belief function theory basics and or applications fuzzy uncertainty in economics and business new trends in De Finetti s approach fuzzy measures and integrals multicriteria decision making uncertainty in privacy and security uncertainty in the spirit of Pietro Benvenuti coopetition game theory probabilistic approach *Information Computing and Applications, Part I* Rongbo Zhu,Yanchun Zhang,Baoxiang Liu,Chunfeng Liu,2010-10-06 **ACT Math For Dummies** Mark

Zegarelli,2011-06-28 Multiply your chances of success on the ACT Math Test The ACT Mathematics Test is a 60 question 60 minute subtest designed to measure the mathematical skills students have typically acquired in courses taken by the end of 11th grade and is generally considered to be the most challenging section of the ACT ACT Math For Dummies is an approachable easy to follow study guide specific to the Math section complete with practice problems and strategies to help you prepare for exam day Review chapters for algebra geometry and trigonometry Three practice tests modeled from

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