

Sets of Numbers

- The **natural numbers** are the set of numbers used when counting; there are the numbers $\{1, 2, 3, 4, 5, \dots\}$.
- The **whole numbers** are the set of natural numbers and zero; there are the numbers $\{0, 1, 2, 3, 4, 5, \dots\}$.
- The **integers** are the set of whole numbers and their opposites; there are the numbers $\{\dots, -5, -2, -1, 0, 1, 2, 3, \dots\}$.
- The **rational numbers** are the set of numbers that can be expressed as a fraction of two integers where the denominator is not zero. Rational numbers include the set of natural numbers, whole numbers, and integers.

EX: $-3, \frac{2}{4}, 0, 2, \sqrt{16}, 2\frac{1}{2}, 0.6\bar{6}, 2.35$

- The **irrational numbers** are the set of numbers that cannot be expressed as a fraction of two integers.

EX: $\pi, \sqrt{2}, \sqrt[3]{10}$

- The **real numbers** are the set of rational numbers and irrational numbers.

EX: $-4, \pi, \frac{1}{5}, \sqrt{5}, \sqrt[3]{64}, 0.125, \sqrt[3]{27}, 0.3$

- The **imaginary numbers** are the set of square roots of negative numbers, written in the form bi , where i is a nonzero real number and $i = \sqrt{-1}$.

EX: $-3i, 4i, 3i, \sqrt{-8}, -\sqrt{-100}$

- The **complex numbers** are the set of real numbers plus an imaginary number, written in the form $a + bi$, where a and b are real numbers and $i = \sqrt{-1}$.

EX: $8 + 2i, -6 + i, -4 - 3i, 7 - 6i, 3i$



Solving Equations

When you perform the same operation to each side of an equation, the result is a new equation that has the same solution. Equations that have the same solution(s) are **equivalent equations**.

Using the Addition Property of Equality

The **Addition Property of Equality** states that when the same number is added to equal numbers, the sums are equal.

RULE: If a, b , and c are any real numbers and $a = b$, then $a + c = b + c$.

EX: $2 + 7 = 2 + 7$

Applying this property to equations, when the same number is added to each side of an equation, the result is an equivalent equation.

EX: If $x = 2 + 13$, then $x + 2 = 2 + 13 + 2$, or $x = 17$

Using the Subtraction Property of Equality

The **Subtraction Property of Equality** states that when the same number is subtracted from equal numbers, the differences are equal.

RULE: If a, b , and c are any real numbers and $a = b$, then $a - c = b - c$.

EX: $12 - 6 = 12 - 6$

Applying this property to equations, when the same number is subtracted from each side of an equation, the result is an equivalent equation.

EX: If $y = 7 + 15$, then $y - 7 = 7 + 15 - 7$, or $y = 18$

Using the Multiplication Property of Equality

The **Multiplication Property of Equality** states that when equal numbers are multiplied by the same number, the products are equal.

RULE: If a, b , and c are any real numbers and $a = b$, then $ac = bc$.

EX: $3 \cdot 4 = 3 \cdot 3$

Applying this property to equations, when both sides of an equation are multiplied by the same real number, the result is an equivalent equation.

EX: If $\frac{x}{4} = 3$, then $\left(\frac{x}{4}\right) \cdot 4 = (3) \cdot 4$, or $x = 12$

Using the Division Property of Equality

The **Division Property of Equality** states that when equal numbers are divided by the same nonzero number, the quotients are equal.

RULE: If a, b , and c are any real numbers, $c \neq 0$, and

$a = b$, then $\frac{a}{c} = \frac{b}{c}$

EX: $\frac{12}{3} = \frac{12}{3}$

Applying this property to equations, when both sides of an equation are divided by the same nonzero real number, the result is an equivalent equation.

EX: If $7x = 21$, then $\frac{7x}{7} = \frac{21}{7}$, or $x = 3$

Solving Multistep Equations

Some equations require more than one inverse operation to solve. The goal when solving a multistep equation is to isolate the variable (i.e., get it by itself). To do this, use the properties of equality. If there are like terms on one side of an equation, they should be combined before using the properties.

EX: Solve the equation $5x + 3x - 1 = 15$

1. $5x + 3x - 1 = 15$

2. $8x - 1 = 15$

3. $8x - 1 + 1 = 15 + 1$

4. $8x = 16$

5. $\frac{8x}{8} = \frac{16}{8}$

6. $x = 2$

1. Original equation

2. Combine like terms.

3. Use the Addition Property of Equality to undo the subtraction and isolate the variable term.

4. Simplify.

5. Use the Division Property of Equality to undo the multiplication and isolate the variable.

6. Simplify.

Variables on Both Sides

When an equation has variables on both sides, the objective is to get all variable terms on the same side of the equation by using either the Addition or Subtraction Property of Equality.

EX: Solve the equation $4x + 8 = 2x$

1. $4x + 8 = 2x$

2. $4x - 2x + 8 = 2x - 2x$

3. $2x + 8 = 0$

4. $2x + 8 - 8 = 0 - 8$

5. $2x = -8$

6. $\frac{2x}{2} = \frac{-8}{2}$

7. $x = -4$

1. Original equation

2. Use the Subtraction Property of Equality to move the variable term to one side.

3. Simplify.

4. Use the Addition Property of Equality to isolate the variable term.

5. Simplify.

6. Use the Division Property of Equality to isolate the variable.

7. Simplify.

Solving Absolute Value Equations

The **absolute value** of a number is its distance from zero on the number line. Therefore, the equation $|x| = 4$ has two solutions, 4 and -4, since both have a distance of 4 units from zero on the number line.

The other an equation $|\frac{x}{2}| = 6$, where 6 is a positive number, solve the disjunction $x = 12$ or $x = -12$.

EX: Solve the equation $|x + 7| = 3$

1. $|x + 7| = 3$

2. $x + 7 = 3$ or $x + 7 = -3$

3. $x + 7 - 7 = 3 - 7$ or

$x + 7 - 7 = -3 - 7$

4. $x = -4$ or $x = -10$

1. Original equation

2. Write a disjunction.

3. Use the Subtraction Property of Equality on both equations to isolate the variable.

4. Simplify.

Solving Inequalities

An **inequality** shows the relationship between two numbers or expressions. The solution of an inequality is the set of numbers that make the inequality true.

Addition & Subtraction Properties

The **Addition and Subtraction Properties of Inequality** state that adding or subtracting the same number on each side of an inequality produces an equivalent inequality. If a, b , and c are real numbers, then the following are true:

Addition Property of Inequality: If $a < b$,

then $a + c < b + c$; if $a < b$, then $a + c < b + c$.

Subtraction Property of Inequality: If $a < b$,

then $a - c < b - c$; if $a < b$, then $a - c < b - c$.

Notice that similar statements hold true for $>$ and $\geq$.

NUMERIC EXAMPLES

Addition Property of Inequality: Since $4 < 2$, then

$4 + 3 < 2 + 3$, since $3 < 5$, then $3 + 4 < 3 + 2$.

Subtraction Property of Inequality: Since $6 < 3$, then

$6 - 3 < 3 - 3$, since $4 < 7$, then $4 - 2 < 7 - 2$.

ALGEBRAIC EXAMPLES

Addition Property of Inequality: If $x - 3 < 11$, then

$x - 3 + 3 < 11 + 3$, or $x < 14$.

Subtraction Property of Inequality: If $x + 9 > 16$, then

$x + 9 - 9 > 16 - 9$, or $x > 7$.

Multiplication & Division Properties

The **Multiplication and Division Properties of Inequality** state that multiplying or dividing each side of an inequality by a positive number results an equivalent inequality. These properties also state that multiplying or dividing each side of an inequality by a negative number and reversing the direction of the inequality symbol makes an equivalent inequality.

Given a, b , and c are real numbers:

To show $a < b$ is possible	To show $a < b$ is impossible
If $a < b$, then $ac < bc$	If $a < b$, then $ac > bc$
If $a < b$, then $ac < bc$	If $a < b$, then $ac > bc$

Notice that similar statements hold true for $>$ and $\geq$.

NUMERIC EXAMPLES

Multiplication Property of Inequality:

Since $2 < 5$, then $2 \cdot 3 < 5 \cdot 3$, since $2 < 5$, then

$2 \cdot (-3) < 5 \cdot (-3)$.

Since $6 < 4$, then $6 \cdot 4 < 4 \cdot 4$, since $6 < 4$, then

$6 \cdot (-4) < 4 \cdot (-4)$.

Division Property of Inequality:

Since $4 < 6$, then $\frac{4}{2} < \frac{6}{2}$, since $4 < 6$, then $\frac{-4}{2} < \frac{-6}{2}$

Since $6 > 3$, then $\frac{6}{3} > \frac{3}{3}$, since $6 > 3$, then $\frac{-6}{3} > \frac{-3}{3}$

Algebra A Course For College Students

Shouping Hu, Joe O'Shea



Algebra A Course For College Students:

Mapping the road to college first-generation students' math track, planning strategies, and context of support

, **Bridging the Gap Between Arithmetic & Algebra** Bradley S. Witzel, 2015-11-15 Although two federal panels have concluded that all students can learn mathematics and most can succeed through Algebra 2 the abstractness of algebra and missing precursor understandings may be overwhelming to many students and their teachers Bridging the Gap Between Arithmetic Algebra responds to this need for instruction and interventions that go beyond typical math lesson plans Providing a review of evidence based practices the book is an essential reference for mathematics teachers and special education teachers when teaching mathematics to students who struggle with the critical concepts and skills necessary for success in algebra Audiences General education mathematics teachers special education teachers administrators teacher educators

Community College Mathematics Brian Cafarella, 2022-06-29 This book explores the rich history of community college math with a specific focus on gatekeeper math classes Gatekeeper math classes include courses such as college algebra introduction to statistics and all developmental math classes For community colleges successful completion of these classes is imperative for student retention This book presents a decade by decade analysis of the history of community college mathematics The author employs a mix of conceptual empirical and quantitative research The empirical research stems from interviews with 30 community college faculty members from seven community colleges From the 1970s to the pandemic in the early 2020s the book explores math curricula as well as trends initiatives teaching practices and mandates that have impacted community college math The positives and negatives of such trends initiatives and mandates are presented along with suggestions on how to apply such knowledge going forward The author addresses the key questions How can we build a future model for community college gatekeeper math classes that is both successful and sustainable Additionally how can we learn from the past and the present to build such a model This book will be ideal for students in graduate programs focusing on community college leadership or developmental education leadership as well as all those hoping to improve success rates in community college mathematics programs *Math for Life: Crucial Ideas You Didn't Learn in School*, *Higher*

Education: Handbook of Theory and Research Michael B. Paulsen, 2013-02-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues

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and future educators instructional designers IT specialists school administrators and researchers in the field of education

The Routledge Handbook on Postsecondary Student Success Shouping Hu, Joe O'Shea, 2025-09-15 The Routledge Handbook on Postsecondary Student Success offers a comprehensive and authoritative examination of student success in postsecondary education This handbook addresses critical issues in student success such as student engagement mental health and degree completion to provide valuable insights on promoting student success holistically and systematically for students from different backgrounds or in different institutional contexts It also offers a robust understanding of how to study and enhance student success by exploring the significance of data analytics and various research methods Using evidence based insights and practical strategies and offering key concepts theories and best practices this handbook serves as a guide to promoting overall student success and closing success gaps With forty chapters authored by leading thinkers in higher education this handbook is an indispensable resource for postsecondary administrators faculty staff practitioners graduate students researchers and policymakers It informs and inspires efforts to improve student outcomes and create more supportive environments so students everywhere can succeed and flourish

Current Practices in Quantitative Literacy Rick Gillman, 2006 Presents a wide sampling of efforts being made on campuses across the country to achieve our common goal of having a quantitatively literate citizenry

Advancing the STEM Agenda Cindy P. Veenstra, Fernando F. Padró, Julie A. Furst-Bowe, 2012-05-15 In July 2011 the ASQ Education Division held its first Advancing the STEM Science Technology Engineering and Mathematics Agenda in Education the Workplace and Society Conference at the University of Wisconsin Stout This publication is a selection of papers and workshops from this groundbreaking conference The ideas presented here will help other educators and policy makers to develop their own innovative high impact ideas for inspiring student interest in STEM careers improving the delivery of STEM education at their schools and colleges and helping STEM college graduates transition to the workplace The chapters in this book reflect research and best practices integrating the ideas of continuous improvement in combination with a can do attitude to provide a valuable resource that will lead others to consider similar innovative and collaborative educational structures that will drive more interest in STEM majors in college and provide for our next generation of scientists technicians and engineers Prior to reviewing *Advancing the STEM Agenda* I had a list in my mind of topics that I hoped would be addressed I'm very pleased with how many are covered and covered well This project succeeds at the challenge of providing not only beneficial breadth but also important depth Because our public private partnership has been committed explicitly to continuous improvement for more than a decade I couldn't help but notice as the editors also point out in their conclusion the extent to which continuous improvement is a common thread throughout the book That speaks to the book's practical utility in many settings and on a long term basis No less valuable is the discussion of student motivation by many of the authors which STEM teachers in our area have identified as a major issue of interest to them in recent surveys Richard Bogovich Executive Director Rochester Area Math Science Partnership

Minnesota Veenstra Padr and Furst Bowe provide a huge contribution to the field of STEM education We all know the statistics and of the huge need in the area of STEM students and education but what has been missing are application and success stories backed by research and modeling The editors have successfully contributed to our need by focusing on collaborative models building the K 12 pipeline showing what works at the collegiate level connecting across gender issues and illustrating workforce and innovative ideas John J Jasinski President Northwest Missouri State University Advancing the STEM Agenda provides a broad set of current perspectives that will contribute in many ways to advancing the understanding and enhancement of education in science education and engineering This work is packed with insights and perspectives from experienced educators and bridges the transition from education to workplace John Dew Senior Vice Chancellor Troy University *Catalog* United States Armed Forces Institute,1971 *The Robot Factory* Joseph Ganem,2018-08-27 This book exposes a disturbing misuse of the scientific method to advance policies and agendas that are in fact detrimental to both science and education The author a physics professor examines two related trends in education the practice of data driven reform and the disparaging of the traditional liberal arts in favor of programs with a heavy emphasis on science and technology Many of the reforms being foisted on educators have more in common with pseudo science than real science The reduction of education to a commodity and the shilling of science as a means to enhance corporate profits lead to an impoverished and stunted understanding of science in particular and of education in general How is it possible for schools with all students learning at grade level to be rated as failing teachers to be rated as ineffective after all their students meet their learning outcomes rising grade school math standards to result in more college students needing remedial math politicians to disparage scientists and their results but argue that more students should study science These bizarre outcomes have happened and are the result of an education system that misuses and misrepresents math and science in the classroom and in crafting education policies This book exposes the flawed and fallacious thinking that is damaging education at all levels throughout the United States and makes a compelling case for rethinking the standardized optimized and quantified approaches in vogue in education today to accommodate the different needs of individual teachers and students

Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education Vu, Phu,Fredrickson, Scott,Moore, Carl,2016-12-28 The integration of technology has become an integral part of the educational environment By developing new methods of online learning students can be further aided in reaching goals and effectively solving problems The Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education is an authoritative reference source for the latest scholarly research on the implementation of instructional strategies tools and innovations in online learning environments Featuring extensive coverage across a range of relevant perspectives and topics such as social constructivism collaborative learning and projects and virtual worlds this publication is ideally designed for academicians practitioners and researchers seeking current research on best methods to effectively

incorporate technology into the learning environment *Learning and Understanding* National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-08-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to guide change within advanced study programs **High school: a comprehensive manipulative program for algebra I** Henri Picciotto, 1990 Naval Training Bulletin , 1958

Reviewing **Algebra A Course For College Students**: Unlocking the Spellbinding Force of Linguistics

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