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Precalculus: Graphs and Models (Collegiate Math)

By Raymond Barnett, Michael Ziegler, Karl Byleen, David Sobecki



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The Barnett Graphs & Models series in college algebra and precalculus maximizes student comprehension by emphasizing computational skills, real-world data analysis and modeling, and problem solving rather than mathematical theory. Many examples feature side-by-side algebraic and graphical solutions, and each is followed by a matched problem for the student to work. This active involvement in the learning process helps students develop a more thorough understanding of concepts and processes.

A hallmark of the Barnett series, the function concept serves as a unifying theme. A major objective of this book is to develop a library of elementary functions, including their important properties and uses. Employing this library as a basic working tool, students will be able to proceed through this course with greater confidence and understanding as they first learn to recognize the graph of a function and then learn to analyze the graph and use it to solve the problem. Applications included throughout the text give the student substantial experience in solving and modeling real world problems in an effort to convince even the most skeptical student that mathematics is really useful.



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Editorial Review

About the Author

I was born and raised in Cleveland, and started college at Bowling Green State University in 1984 majoring in creative writing. Eleven years later, I walked across the graduation stage to receive a PhD in math, a strange journey indeed. After two years at Franklin and Marshall College in Pennsylvania, I came home to Ohio, accepting a tenure-track job at the Hamilton campus of Miami University. I've won a number of teaching awards in my career, and while maintaining an active teaching schedule, I now spend an inordinate amount of time writing textbooks and course materials. I've written or co-authored either seven or twelve textbooks, depending on how you count them, as well as several solutions manuals and interactive CD-ROMS. After many years as developmental math coordinator at Miami Hamilton, I share the frustration that goes along with low pass rates in the developmental math curriculum. Far too many students end up on the classic Jetson's-style treadmill, with the abstract nature of the traditional algebra curriculum keeping them from reaching their goals. Like so many instructors across the country, I believe the time is right to move beyond the one-size-fits-all curriculum that treats students the same whether they hope to be an engineer or a pastry chef. "Because we've always done it that way" is NOT a good reason to maintain the status quo in our curriculum. Let's work together to devise alternate pathways that help students to learn more and learn better while hastening their trip into credit-bearing math courses. Since my book (Math in Our World) is written for the Liberal Arts Math and Quantitative Literacy market, I think I'm in the right place at the right time to make a difference in the new and exciting pathways course. I'm in a very happy place right now: my love of teaching meshes perfectly with my childhood dream of writing. (Don't tell my publisher this – they think I spend 20 hours a day working on textbooks – but I'm working on my first novel in the limited spare time that I have.) I'm also a former coordinator of Ohio Project NExT, as I believe very strongly in helping young college instructors focus on high-quality teaching as a primary career goal. I live in Fairfield, Ohio with my lovely wife Cat and fuzzy dogs Macleod and Tessa. When not teaching or writing, my passions include Ohio State football, Cleveland Indians baseball, heavy metal music, travel, golf, and home improvement.

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