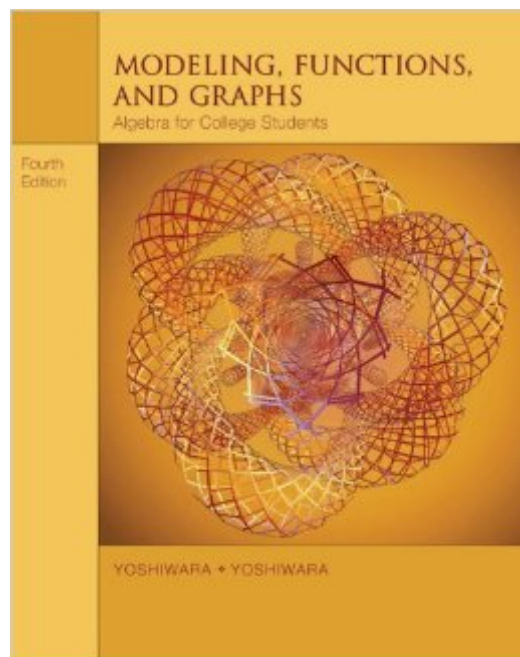


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# Modeling, Functions, And Graphs: Algebra For College Students (with ILrn™ Printed Access Card) (Available Titles CengageNOW)



## Synopsis

The Fourth Edition of Yoshiwara and Yoshiwara's **MODELING, FUNCTIONS, AND GRAPHS: ALGEBRA FOR COLLEGE STUDENTS** includes content found in a typical algebra course, along with introductions to curve-fitting and display of data. Yoshiwara and Yoshiwara focus on three core themes throughout their textbook: Modeling, Functions, and Graphs. In their work of modeling and functions, the authors utilize the Rule of Four, which is that all problems should be considered using algebraic, numerical, graphical, and verbal methods. The authors motivate students to acquire the skills and techniques of algebra by placing them in the context of simple applications that use real-life data.

## Book Information

Series: Available Titles CengageNOW

Hardcover: 936 pages

Publisher: Cengage Learning; 4 edition (August 25, 2006)

Language: English

ISBN-10: 0534419410

ISBN-13: 978-0534419417

Product Dimensions: 1.2 x 8.5 x 10 inches

Shipping Weight: 4.2 pounds (View shipping rates and policies)

Average Customer Review: 3.7 out of 5 stars [See all reviews](#) (11 customer reviews)

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## Customer Reviews

Dear Average Reader, Math is my best subject, but it might as well be my worst because this is absolutely the worst text book I've ever seen. If I could meet the authors, Mr. and Mrs. Yoshiwara, I would ask them why they believe the best way for a student to learn college algebra is by providing him with an 8.5-by-10.5-inch hardcover text at 2 inches thick containing almost 1000 pages and a CD ROM, an 8.5-by-11-inch softcover "work book" an inch thick with 350 pages, and an 10-by-8-inch softcover "solution manual" another inch thick with 425 pages. I deduce from these books that college algebra must be the most complicated thing to learn in the history of mankind. In fact, I actually shudder before these books. The reason I shudder is not because I believe algebra

must be this difficult, but because I can't think of a worse undertaking than what I'll witness inside these pages. Forget the \$115 + \$45 + sales tax price (as of Fall 2006). First, no person in a college program could possibly have enough time in his semester to completely read these books. I seriously doubt anyone would ever attempt, or could be able, to read these books in his entire life. This assessment comes from just the threat of the sheer size of so many pages, and a CD ROM. Second, the book is merely acceptable at best. For instance, the first question of the first exercise asks how many weeks are between week 5 and week 9? Five, of course. I'll count them: week 5, week 6, week 7, week 8, and week 9. My math teacher insisted I was wrong, but that's not my point: why would anyone publish a textbook so reckless that the answer of its questions must be assumed in definition? Let me explain. I suggest to my friend we could go get some lunch together.

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