



# COLLEGE ALGEBRA EQUATIONS & ANSWERS

## SETS OF NUMBERS

The illustration shows the relationships between the various sets of numbers.



- **Natural numbers (N):** Counting numbers, beginning at 1.  
**EX:** {1, 2, 3, ...}
- **Whole numbers (W):** Natural numbers and 0.  
**EX:** {0, 1, 2, 3, ...}
- **Integers (Z):** Positive and negative whole numbers.  
**EX:** {..., -3, -2, -1, 0, 1, 2, 3, ...}
- **Rational numbers (Q):** Numbers that can be written as the ratio of two integers (but not dividing by 0).  
**EX:**  $\left\{ \frac{1}{2}, \frac{7}{5}, \frac{13}{1}, -\frac{32}{100} \right\}$
- **Irrational numbers (I):** Any number that can be written as a non-repeating, non-terminating decimal.  
**EX:**  $(\pi, e)$
- **Real numbers (R):** All the rational and irrational numbers.  
**EX:**  $\left\{ 1, \frac{2}{3}, 2.753 \right\}$
- **Imaginary numbers (I):** Numbers that when squared result in a negative number.  
**EX:**  $\{ \sqrt{-1}, i, -4.7i \}$

■ **Complex numbers (C):** Real and imaginary numbers in the form  $a + bi$ , where  $a$  and  $b$  are real and  $i$  is imaginary.  
**EX:**  $\{ (1 + i, 2 - 6.2i) \}$

### Exponent Rules

Rule Name	Rule	Example
Product rules	$a^m \cdot a^n = a^{m+n}$	$3^2 \cdot 3^3 = 3^{2+3} = 3^5 = 2,487$
	$a^m \cdot b^n = (a \cdot b)^n$	$2^2 \cdot 3^2 = (2 \cdot 3)^2 = 10^2 = 100$
Quotient rules	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{3^5}{3^2} = 3^{5-2} = 9$
	$\frac{a^m}{b^n} = \left(\frac{a}{b}\right)^n$	$\frac{6^2}{2^2} = \left(\frac{6}{2}\right)^2 = 2^2$
Power rules	$(a^m)^n = a^{m \cdot n}$	$(4^2)^3 = 4^{2 \cdot 3} = 4^6 = 4,096$
	$\sqrt[n]{a^m} = a^{\frac{m}{n}}$	$\sqrt[3]{2^6} = 2^{\frac{6}{3}} = 2^2 = 4$
Negative exponents	$a^{-n} = \frac{1}{a^n}$	$4^{-2} = \frac{1}{2^2} = 0.0625$
	$a^0 = 1$	$9^0 = 1$

Base of 0	$0^n = 0$ , for $n > 0$	$0^0 = 0$
Exponent of 1	$a^1 = a$	$2^1 = 2$
Base of 1	$1^n = 1$	$1^7 = 1$
Base of -1	$(-1)^n = 1$ , $n$ even $-1$ , $n$ odd	$(-1)^2 = 1$ $(-1)^3 = -1$

### Properties & Formulas

- **Slope:** The slope or rate of change of a line is the ratio of the change in  $y$ -values over the change in  $x$ -values.  
 $m = \frac{y_2 - y_1}{x_2 - x_1}$
- **Pythagorean Theorem:**  $a^2 + b^2 = c^2$ , where  $a$  and  $b$  are the legs of a right triangle and  $c$  is the hypotenuse.
- **Distance Formula:**  $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
- **Midpoint Formula:**  $M(x, y) = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$
- **Quadratic Formula:** Given an equation  $ax^2 + bx + c = 0$ , where  $a \neq 0$ .  
 $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

## EQUATIONS & INEQUALITIES

### Forms of Linear Equations

- **Linear function:** A function whose graph is a non-vertical line or part of a non-vertical line. There are three forms of linear equations: slope-intercept, point-slope, and standard form.
  - **Slope-intercept form:**  $y = mx + b$ , where  $m$  is the slope and  $b$  is the  $y$ -intercept of the line.
- EX:** If a line has a slope of 2 and  $y$ -intercept of 3, the equation of the line is  $y = 2x + 3$ .
  - **Point-slope form:**  $y - y_1 = m(x - x_1)$ , where  $m$  is the slope and  $(x_1, y_1)$  is a point on the line.
- EX:** If a line has a slope of -1 and contains the point  $(4, -3)$ , the equation of the line is  $y - (-3) = -1(x - 4)$  or  $y + 3 = -4x + 4$ .
  - **Standard form:**  $Ax + By = C$ , where  $A$ ,  $B$ , and  $C$  are integers and  $A$  is positive. The slope is  $-\frac{A}{B}$  and the  $y$ -intercept is  $\frac{C}{B}$ . This form of a line is most often used to find intercepts by plugging 0 in for  $x$  and  $y$  separately and solving.

**EX:** Given the line  $2x + 5y = 3$ , the slope is  $-\frac{2}{5}$  and the  $y$ -intercept is  $\frac{3}{5}$ . The intercepts could also be found by substitution as follows:  
 $x$ -intercept (plug in 0 for  $y$ ):  
 $2x + 5(0) = 3$   
 $2x = 3$   
 $x = \frac{3}{2}$   
 $x$ -intercept (plug in 0 for  $x$ ):  
 $2x + 5y = 3$   
 $2(0) + 5y = 3$   
 $5y = 3$   
 $y = \frac{3}{5}$

**Solving Linear Equations:** Equivalent equations An equation that has the same solution as the original equation, before a property of equality was performed.

- Solving an equation means isolating the variable on one side of the equation and then simplifying the other side as much as possible.
- The table shows properties that can be used and examples of solving linear equations.
- Multi-step equations are solved by using combinations of the properties as needed.

**Addition Property of Equality:** Adding the same number or term to each side of an equation produces an equivalent equation.

For any real numbers  $a$ ,  $b$ , and  $c$ , if  $a = b$ , then  $a + c = b + c$ .

**EX:**  
 $x = 4 - 2$   
 $x + 4 - 4 = 2 + 4$   
 $x = 6$

**Subtraction Property of Equality:** Subtracting the same number from each side of an equation produces an equivalent equation.

For any real numbers  $a$ ,  $b$ , and  $c$ , if  $a = b$ , then  $a - c = b - c$ .

**EX:**  
 $x = 4 - 2$   
 $x + 4 - 4 = 2 - 4$   
 $x = -2$

**Multiplication Property of Equality:** Multiplying each side of an equation by the same number produces an equivalent equation.

For any real numbers  $a$ ,  $b$ , and  $c$ , if  $a = b$ , then  $ac = bc$ .

**EX:**  
 $\frac{x}{5} = 3$   
 $5 \cdot \frac{x}{5} = 5 \cdot 3$   
 $x = 15$

**Division Property of Equality:** Dividing each side of an equation by the same nonzero number produces an equivalent equation.

For any real numbers  $a$ ,  $b$ , and  $c$ ,  $c \neq 0$ , if  $a = b$ , then  $\frac{a}{c} = \frac{b}{c}$ .

**EX:**  $4x = 20$   
 $\frac{4x}{4} = \frac{20}{4}$   
 $x = 5$

**Absolute Value Equations:**

- The absolute value of a number is its distance from 0 on the number line. So, an equation such as  $|x| = 2$  has 2 solutions because both 2 and -2 are a distance of 2 from 0.
- To solve: isolate the absolute value expression on one side of the equation and then solve the disjunction.

**EX:**  
 $|x - 3| + 5 = 7$   
 $|x - 3| = 2$   
 $x - 3 = 2$  or  $x - 3 = -2$   
 $x - 3 + 3 = 2 + 3$  or  
 $x - 3 + 3 = -2 + 3$   
 $x = 5$  or  $x = 1$

### Quadratic Equations

- Quadratic equations are written in the form  $ax^2 + bx + c = 0$  and can have none, one, or two real-number solutions.
  - To solve: Graph, factor, use square roots, complete the square, and use the quadratic formula.
- | Choosing a Solution Method   | Solution   |
|--|--|
| <b>Equation:</b> $2x^2 - 8 = 0$<br><b>Method:</b> Square Roots<br><b>Justification:</b> There is no $x$ -term.   | $2x^2 - 8 = 0$<br>$2x^2 = 8$<br>$x^2 = 4$<br>$x = 2$ or $-2$   |
| <b>Equation:</b> $x^2 + x - 6 = 0$<br><b>Method:</b> Factoring<br><b>Justification:</b> 6 has only a few factors to check.   | $x^2 + x - 6 = 0$<br>$(x + 3)(x - 2) = 0$<br>$x = -3$ or $2$   |
| <b>Equation:</b> $2x^2 + 5x - 9 = 0$<br><b>Method:</b> Quadratic Formula<br><b>Justification:</b> The equation cannot be factored.   | $x = \frac{-5 \pm \sqrt{5^2 - 4(2)(-9)}}{2(2)}$<br>$x = \frac{-5 \pm \sqrt{25 + 72}}{4}$<br>$x = \frac{-5 \pm \sqrt{97}}{4}$   |
| <b>Equation:</b> $x^2 - 6x + 5 = 0$<br><b>Method:</b> Completing the Square or Quadratic Formula<br><b>Justification:</b> The coefficient of the $x^2$ term is 1, but the equation cannot be factored. | $x^2 - 6x + 5 = 0$<br>$x^2 - 6x + 9 = -3 + 9$<br>$\left(\frac{x}{2}\right)^2 - \left(\frac{6}{2}\right)^2 = 3^2 - 9$<br>$x^2 - 6x + 9 = -3 + 9$<br>$(x - 3)^2 = 6$<br>$x - 3 = \pm \sqrt{6}$<br>$x = 3 \pm \sqrt{6}$ |
- You can determine how many solutions the quadratic equation will have by using the discriminant. The discriminant is the expression under the radical in the quadratic formula.

# Understanding College Algebra

**James Stewart**



## **Understanding College Algebra:**

Understanding College Algebra ERIC W. KUENNEN, 2021-06-21 College Algebra actually makes sense and is something that you can figure out and understand why it works This text focuses on a conceptual understanding of the big ideas in algebraic thinking engaging the student in authentic problem solving and exploring the logical reasoning that underlies the various techniques and procedures in college algebra An Inquiry based Approach Each section starts with a Class Activity to engage students in actually doing mathematics Doing math is not just calculating or following a procedure Doing math is figuring things out investigating making and testing conjectures making arguments and communicating your reasoning to others The class activities are designed to highlight big algebraic ideas and spark a discussion of algebraic habits of mind as well as students alternate conceptions that lead to common algebra mistakes Students are asked to analyze solutions explore representations explain why valid methods for simplifying expressions or solving equations work and explain why invalid methods do not work This book is intended to be read Often math textbooks do not end up being read but instead are used merely as a reference for their step by step procedures Each section of this text has a Read and Study section that discusses the mathematics raised by the Class Activity and focuses on the mathematical reasoning and proof needed to nurture longer lasting understanding of the content This is meant to be read slowly and carefully with pencil in hand We pose questions that you should think about and answer before reading on When we do work out an example we do so to discuss the big ideas and illustrate our reasoning not with the intention of providing you with a model to copy Exercises vs Problems In the homework we distinguish between exercises and problems Exercises are more routine intended to give you more practice thinking about the big concepts In contrast the problems are intended to be problematic to take time to explore develop and make connections and often to extend your reasoning to develop new ideas We do not include answers to these homework exercises and problems Why struggle and persevere to figure something out and understand it when you can just look it up Mathematics is not about getting the right answer it s about figuring things out It s about logical reasoning and being able to justify that what you claim is true This doesn t mean that you are on your own We will do our best in the Read and Study sections to discuss the big ideas offer explanations and show you some good examples of problem solving and making mathematical arguments This text addresses the topics of a standard course in College Algebra with the following sections 1 Features of Algebraic Thinking 2 Algebraic Symbols 3 Sequences of Operations 4 Properties of Operations 5 The Distributive Law 6 Additive and Multiplicative Inverses 7 Using Inverses 8 Exponents 9 Roots of Numbers 10 Irrational and Imaginary Numbers 11 Testing and Justifying Simplifications 12 Types of Equations 13 Properties of Equality and Solving Equations 14 Techniques for Solving Equations 15 The Distance Formula 16 Finding Equations for Graphs 17 Ellipses 18 Function Definitions 19 Functional Thinking 20 Function Forms 21 Linear Function Forms 22 Quadratic Expressions 23 Quadratic Functions 24 Transformations of Functions 25 Polynomials 26 Rational Functions 27 Exponential and Logarithm Functions 28

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contributions from Dr Angela Duckworth Dr Katherine Milkman as well as a fitness professional Amanda Sterczyk as far as physical exercising experiments are concerned At the end of the day the scientific groups could not get definite conclusions This author is convinced that one of the reasons why the experiments were not successful was that the word tenacity was not even included or mentioned as a possible factor related to the results of the research While chapter II may be interpreted as a wake up call to the readers about the direct physical consequences of plunging chapter III stands out because it attempts to challenge them to understand not only the tables but also their conclusions and even to create their own in the third table A special characteristic of this chapter is that the author narrates his own experience introducing tenacity and being in control of his health Chapter IV is related to the five factors generally leading to a fall emphasizing the helping role of systematic exercising to reduce the chances of plummeting which requires the conscientious introduction of tenacity Additionally the author includes three factors that can help in avoiding dropping down for seniors according to his own successful experience Chapter V includes two very important topics 1 Twenty five suggestions of possible ways for seniors to avoid falling derived from the author s commitment and dedication to improve his health and 2 the rivalry or confrontation between tenacity and procrastination exemplified by the author s two main victories a learning English in Cuba during his early youth becoming a bilingual stenographer in less than three years and b entering upon the University of Havana without being allowed by the Cuban government representatives to finish High School and ranking as the salutatorian student amidst six hundred peers as well as being appointed as instructor of his own colleagues two years before finishing his career in economics Chapter VI deals with being in control of one s health by means of sixteen recommendations and eight symptoms of recognizing that health is not doing well while Chapter VII relates to the author s experience in the relationship between systematic exercising tenacity and sense of purpose Chapter VIII is dedicated to the positive effect of walking dogs on avoiding falls in seniors Chapter IX exemplifies the combination of tenacity and sense of purpose in preventing steering clear of or keeping away from falls confirmed by twenty examples of remarkably eminent persons sixty five % of which lived more than eighty years

**College Algebra** Karl J. Smith,Patrick J. Boyle,1982      **Annual Report of Purdue University** Purdue University,1930      **College Algebra** Stanley I. Grossman,1989      *The United States Catalog* Mary Burnham,Carol Hurd,1928      *The Mathematics Teacher* ,1913      **University of Denver Catalog** University of Denver,1913

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