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CALCULUS: GRAPHICAL, NUMERICAL, ALGEBRAIC

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0 of 0 people found the following review helpful.It was in great condition and you can't beat the priceBy JenThe description was accurate. It was in great condition and you can't beat the price.

61 of 70 people found the following review helpful.

Elementary problems+weak exposition+no theory=Weak textbook

By Alex

This was the textbook my high school had used for its AP Calculus classes. They had recently switched to this text the year before I had taken the class, and let me tell you, that was a mistake. There will, undoubtedly be many people who enjoy this textbook, but I say that anyone who is even remotely interested in mathematics will notice that much is missing from this book. For instance, the chapter on limits deals only with limits of continuous functions or the obvious case of single point discontinuities. Any realistic or important examples of a function not having a limit is shown to us in a cute window representing a graphing calculator's screen. Maybe this is to tailor the notion that my generation is full of "visual learners". Or maybe its simply to avoid any real math while allowing kids to think they have learned something legitimate. This problem of presenting very low leveled material is pervasive throughout (i.e as one reviewer has mentioned before, all the problems on limits can be solved by substitution...) The chapter on infinite series is a great example of this. The authors seem to have wanted anyone in middle school (let alone a senior in high school or a college student) to "understand" this textbook. Unfortunately, they shy away from even remotely complicated reasoning, especially where it is needed. The irony is is that by trying to make this text "readable", they leave out important mathematical reasoning that helps clarify and explain many of the more difficult topics. This leaves several chapters, such as the chapter on infinite series, completely useless and confusing despite the authors' intent. The authors need to realize that calculus is not supposed to be taken by middle schoolers, so do please not write a textbook assuming their level of mathematical sophistication and reading ability (a college textbook at the reading level of "young adult", give me a break). The best example that I can give to you of how the authors baby the reader is this: the section on the chain rule contains not a single explanation as to WHY this chain rule holds. Nope, the authors do not even attempt to explain anything here. Instead, they give us a picture of a pair of gears... This is the best they can come up with? You have go to be kidding me! How is this building mathematical understanding whatsoever? I have never heard anyone say "oh gosh, these gears really help me understand derivatives of composite functions!" The authors should not be afraid of including some real explanations as to what is going on. Anyone who might think they enjoy mathematics would greatly appreciate it. I would also appreciate it if the authors wrote a textbook that could actually halfway pass as a college textbook if they claim that it should be used as so.

Ok, so now that I have told you that this textbook is garbage, let us reminisce as to why such a textbook was written, and why it is currently being used. My own personal opinion is that kids are being pushed to take more and more advanced mathematics courses at earlier and earlier ages. There is the fear that they won't "look good" to colleges, the fear that they won't get their precious AP Credit (which no legitimate mathematics department respects), and the fear that they are falling behind unless they have seen what was previously believed to be college leveled work in their junior year. All of these factors push younger and younger kids into courses that they really shouldn't be taking in the first place. Now I know that there are obvious exceptions, and some students are incredibly bright, but are 80-something students out of 200 in my class really that bright to tackle full-fledged calculus during high school? No. All of this has lead to a new bread of math textbook that is so incredibly low-leveled that people feel comfortable enough presenting it to these "bright students". This shafts students out of receiving a far superior education if they had waited for college, but parents can sleep soundly knowing their little angels are smart enough to take college leveled courses in high school.

To summarize, this textbook is trash and the AP movement has gone too far.

17 of 20 people found the following review helpful.

Frustration Maxima

By Frustrated Mom

This text has simple examples that are only moderately easy to follow. The problems, on the other hand, are extremely difficult. There is no bridge between the two. The index is not particularly good. The explanations are obscure. The text spends too much time on theory that I suppose is interesting to mathematicians, but just gets in the way of learning about derivatives and integrals and their uses. I truly detest this book and find it a misery to deal with. My child's teacher was sick for the first half of the year, so I was thrust into the breach. I graduated from college magna cum laude with a Phi Beta Kappa key, I took Calculus and made an A (many years ago), I am a CPA with an MBA. My difficulties were not because I am dumb and not because I wasn't trying.

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