Extended Response Questions Integers

Essential Mathematics for the Australian Curriculum Year 7-David Greenwood 2011-02-04 Builds on established learning sequences and teaching methods to provide an authoritative and practical interpretation of all content strands, substrands and content descriptions.

Encyclopedia of Mathematics Education-Louise Grinstein 2001-03-15 First published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

Cambridge Checkpoints VCE Chemistry Units 1 and 2-Roger Slade 2015-12-16

Essential Advanced General Mathematics Third Edition Enhanced TIN/CP Version-Michael Evans 2011-04-01 The Essential VCE Mathematics series has a reputation for mathematical excellence, with an approach developed over many years by a highly regarded author team of practising teachers and mathematicians. This approach encourages understanding through a wealth of

examples and exercises, with an emphasis on VCE examination-style questions. New in the enhanced versions: • TI-Nspire OS3 and Casio ClassPad calculator explanations, examples and problems are integrated into the text. • Page numbers in the printed text reflect the previous TI-nspire and Casio ClassPad version allowing for continuity and compatibility. • Digital versions of the student text are available in Interactive HTML and PDF formats through Cambridge GO.

OGT Math-Andrea J. Lapey 2005-01-01 OGT Exit Level Math prepares students for the Ohio Graduation Tests in mathematics at the high school level. This book is organized by Ohio state mathematics curriculum standards. Students learn what the standards say and what they need to know to pass the test. There is a pre and post test to measure progress. Examples of student work on open response questions help students see and correct mistakes.

Essential Mathematics for the Australian Curriculum Year 8-David Greenwood 2011-02-04 Essential Mathematics for the Australian Curriculum provides an authoritative and practical interpretation of all content strands, substrands and content descriptions.

Roadmap to 5th Grade Math, Florida Edition-Tom Meltzer 2004-09-01 "Prepares students for the Florida comprehensive assessment test (FCAT)"--Cover.

Invention of Numbers-R. H. S. White 2020-12-02
Excavations carried out in 1970 in the Lebombo mountains of Southern Africa, uncovered the fossilised leg bone of a baboon, estimated to be 37,000 years old, that had 29 scratches carved into it.In 1937 the fossilised bone of a wolf was found in Czechoslovakia, that had 37 scratches on its length, grouped in fives. This bone was estimated to be 30,000 years old.Ancient peoples realised that it was useful to group the marks into equal size bundles and invent symbols for the bundles. Thus arithmetic was born.Part 1 of this book studies the symbols invented by Babylonians, Egyptians, the Greeks, the Chinese, Etruscans and Romans, the Maya and the Hindus.In 628 AD the Indian mathematician Brahmagupta defined the number zero and described the base ten positional number system in his book called "e;The Opening of the Universe"e;. In 1202, Fibonacci, the son of a Venetian merchant, describes the Indian base ten number system in his book "e;Liber Abaci"e; that resulted in this arithmetic being introduced into Europe.Part 2 introduces number systems in other bases, in particular, Binary, Octal and Hexadecimal as used in modern computers and the ASCII codes used for storing letters of the alphabet and other symbols.Part 3 deals with the construction and rules for negative and fractional numbers, why we add, multiply and divide fractions in the way we do. It defines complex numbers, gives the meaning of the square root of minus one and shows how complex numbers are represented on the Argand diagram. It solves quadratic and cubic equations and shows how De Moivre's Theorem can be used to find roots of complex numbers.

Essential Mathematical Methods CAS 1 and 2 Enhanced TIN/CP Version 652354-Michael Evans 2011-04 The Essential VCE Mathematics series has a reputation for mathematical excellence, with an approach developed over many years by a highly regarded author team of practising teachers and mathematicians. This approach encourages understanding through a wealth of examples and exercises, with an emphasis on VCE examination-style questions. New in the Essential Mathematical Methods CAS Units 1&2 Enhanced Version: • A chapter of up-to-date revision questions for the whole book has been added • TI-Nspire OS3 and Casio ClassPad calculator explanations, examples and problems are integrated into the text. • Page numbers in the printed text reflect the previous TI-nspire and Casio ClassPad version allowing for continuity and compatibility. • Digital versions of the student text are available in Interactive HTML and PDF formats through Cambridge GO.

AP® Biology Crash Course, 2nd Ed., Book + Online-Michael D'Alessio 2013-02-21 REA's Crash Course for the AP® Biology Exam - Gets You a Higher Advanced Placement® Score in Less Time Crash Course is perfect for the time-crunched student, the last-minute studier, or anyone who wants a refresher on the subject. Are you crunched for time? Have you started studying for your Advanced Placement® Biology exam yet? How will you memorize everything you need to know before the test? Do you wish there was a fast and easy way to study for the exam AND boost your score? If this sounds like you, don't

panic. REA's Crash Course for AP® Biology is just what you need. Our Crash Course gives you: Targeted, Focused Review - Study Only What You Need to Know Crash Course is based on an in-depth analysis of the revised AP® Biology course description outline and sample AP® test questions. It covers only the information tested on the exam, so you can make the most of your valuable study time. Our targeted review focuses on the 4 Big Ideas that will be covered on the exam. Explanations of the 13 AP® Biology Labs are also included. Expert Test-taking Strategies This Crash Course presents detailed, question-level strategies for answering both the multiple-choice and essay questions. By following this advice, you can boost your score in every section of the test. Take REA's FREE Practice Exam After studying the material in the Crash Course, go to the online REA Study Center and test what you've learned. Our free practice exam features timed testing, detailed explanations of answers, and automatic scoring analysis. The exam is balanced to include every topic and type of question found on the actual AP® exam, so you know you're studying the smart way. Whether you're cramming for the test at the last minute, looking for extra review, or want to study on your own in preparation for the exams - this is the study guide every AP® Biology student must have. When it's crucial crunch time and your Advanced Placement® exam is just around the corner, you need REA's Crash Course for AP® Biology! About the Authors Michael D'Alessio earned his B.S. in Biology from Seton Hall University, South Orange, New Jersey, and his M.S. in Biomedical Sciences from the University of Medicine and Dentistry of New Jersey. He has had an extensive career teaching all levels of mathematics

and science, including AP® Biology. Mr. D'Alessio serves as the Supervisor of the Mathematics and Business Department at Watchung Hills Regional High School in Warren, New Jersey. Lauren Gross earned her B.S. in Biology from Dickinson College and her Ph.D. in Plant Physiology from Pennsylvania State University. She teaches AP® Biology to homeschooled children in the United States and abroad for Pennsylvania Homeschoolers, where she is also a home education evaluator. As an assistant professor at Loyola College in Maryland, Ms. Gross taught various biology, genetics, and botany courses. Jennifer C. Guercio earned an M.S. in Molecular Biology with a concentration in neuroscience from Montclair State University, Montclair, New Jersey. For the past several years, she has been doing research in neuroscience as well as teaching academic writing at Montclair State University. Ms. Guercio attended North Carolina State University as a Park Scholar where she earned her B.A. and M.A. degrees.

Student Work and Teacher Practices in Mathematics-1999

Reviewing Mathematics-James Tate 2002-08-27 This book provides a review of Mathematical Reasoning, Number and Numeration, Operations, Modeling/Multiple Representations, Measurement, Uncertainty and Patterns/Functions.

Essential Mathematical Methods CAS 3 and 4 Enhanced TIN/CP Version-Michael Evans 2011-05-01 The Essential VCE Mathematics series has a reputation for mathematical excellence, with an approach developed over many years by a highly regarded author team of practising teachers and mathematicians. This approach encourages understanding through a wealth of examples and exercises, with an emphasis on VCE examination-style questions. New in the enhanced versions: • TI-Nspire OS3 and Casio ClassPad calculator explanations, examples and problems are integrated into the text. • Page numbers in the printed text reflect the previous TI-nspire and Casio ClassPad version allowing for continuity and compatibility. • Digital versions of the student text are available in Interactive HTML and PDF formats through Cambridge GO.

Self-Organizing Natural Intelligence-Myrna Estep 2006-12-26 This book brings new scientific methods to intelligence research that is still under the influence of 19th century single causal theory and method. The author describes a rigorous and exhaustive classification of natural intelligence while demonstrating a more adequate scientific and mathematical approach than current statistical and psychometric approaches construct to shore up the outdated and misused IQ hypothetical. The author demonstrates the superiority of a highly developed multidisciplinary-theory models view of intelligence.

Helping Children Learn Mathematics-National Research

Council 2002-07-31 Results from national and international assessments indicate that school children in the United States are not learning mathematics well enough. Many students cannot correctly apply computational algorithms to solve problems. Their understanding and use of decimals and fractions are especially weak. Indeed, helping all children succeed in mathematics is an imperative national goal. However, for our youth to succeed, we need to change how weâ€™re teaching this discipline. Helping Children Learn Mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre--kindergarten through eighth grade. The authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction. The book concludes by providing recommended actions for parents and caregivers, teachers, administrators, and policy makers, stressing the importance that everyone work together to ensure a mathematically literate society.

The Brown Center Report on American Education-Paul Diperna 2000-09-01 The Brown Center on Education Policy conducts research on topics in American education, with a special focus on efforts to improve academic achievement in elementary and secondary schools. The center seeks to inform policymakers at all levels of government, to influence the course of future educational research, and to produce a

body of work not only valuable to policymakers and scholars, but also parents, teachers, administrators, taxpayers, school board members, and the general public.This annual report card analyzes the state of American education using the latest measures of student learning, uncovers and explains important trends in achievement test scores, and identifies promising and disappointing educational reforms. Unlike similar reports intended solely for government use, the Brown Center annual report card is written for an audience of parents, teachers, and policymakers.

Reproducible Math Worksheets and Answer Keys-Habakkuk Educational Materials 2019-02-24 Reproducible Math Worksheets and Answer Keys is a part of the "70 Times 7 Math Curriculum" by Habakkuk Educational Materials. The pages may be reproduced for non-commercial, classroom use and assigned as classwork or homework. There are worksheets to aid kindergarten through 2nd-grade students in memorizing the addition and subtraction facts and 3rd-6th graders in memorizing the multiplication and division facts, as each worksheet contains all 100 of the facts in random order. There are also a set of addition, subtraction, multiplication, and division worksheets that have been specially designed to use for bingo games. Other worksheets are aimed at helping students in grades 3rd-6th to become proficient at solving long division problems and at solving problems that require regrouping. There are 26 pages of this type of worksheet, and each page consists of addition with regrouping,

subtraction with regrouping, multiplication with regrouping, and long division problems for students to solve. In addition, there are worksheets to equip older students (those in 6th grade and up) with the ability to quickly add, subtract, multiply, and divide integers, and instructions on how to solve the integers are provided with each worksheet. Other reproducible pages that can be used to make bar graphs, to write digital times, to learn about symmetry and place value are also provided. The answer keys to the worksheets are included at the end of the book. For more information or to contact Habakkuk Educational Materials, please visit the business website at https://www.habakkuk.net/.

Exploring the Integer Addition and Subtraction Landscape-Laura Bofferding 2018-08-24 Over the past few decades there has been increased interest in how students and teachers think and learn about negative numbers from a variety of perspectives. In particular, there has been debate about when integers should be taught and how to teach them to best support students' learning. This book brings together recent work from researchers to illuminate the state of our understanding about issues related to integer addition and subtraction with a goal of highlighting how the variety of perspectives support each other or contribute to the field in unique ways. In particular, this book focuses on three main areas of integer work: students' thinking, models and metaphors, and teachers' thinking. Each chapter highlights a theoretically guided study centered on integer addition and subtraction. Internationally known scholars help connect the perspectives and offer additional insights

through section commentaries. This book is an invaluable resource to those who are interested in mathematics education and numerical thinking.

Elements of Simulation-Byron J.T. Morgan 2018-12-13 The use of simulation in statistics dates from the start of the 20th century, coinciding with the beginnings of radio broadcasting and the invention of television. Just as radio and television are now commonplace in our everyday lives, simulation methods are now widely used throughout the many branches of statistics, as can be readily appreciated from reading Chapters 1 and 9. The book has grown out of a fifteen-hour lecture course given to third-year mathematics undergraduates at the University of Kent, and it could be used either as an undergraduate or a postgraduate text. Simulation may either be taught as an operational research tool in its own right, or as a mathematical method which cements together different parts of statistics and which may be used in a variety of lecture courses. In the last three chapters indications are made of the varied uses of simulation throughout statistics. Alternatively, simulation may be used to motivate subjects such as the teaching of distribution theory and the manipulation of random variables, and Chapters 4 and 5 especially will hopefully be useful in this respect.

Elementary School Mathematics Series- 1969

Roadmap to 4th Grade Math, Ohio Edition-William Tyler Smith 2002-01-15 The Roadmap series works as a year-long companion to earning higher grades, as well as passing the high-stakes 4th Grade Math Ohio Proficiency Test that is necessary for grade level promotion. This book has been designed according to the specific standards set forth by the state of Ohio. Now parents can work with their kids to both improve their grades and pass these important tests. The experts at The Princeton Review have analyzed the OPT, and this book provides the most up-to-date, thoroughly researched practice possible. TPR breaks the test down into individual skills and provides lessons modeled after the OPT to familiarize students with the test's structure, while increasing their overall skill level. The Princeton Review knows what it takes to succeed in the classroom and on tests. This book includes strategies that are proven to raise student performance. TPR provides: • Content review, detailed lessons, and practice exercises modeled after the actual exam • Test-taking skills and math essentials such as checking word problems, understanding fractions and decimals, and reading charts and graphs • 2 complete practice OPTs

ASP.NET Cookbook-Michael A. Kittel 2004 Provides information on Web site development using ASP.NET 2.0.

Connecting Abstract Algebra to Secondary Mathematics, for Secondary Mathematics Teachers-Nicholas H. Wasserman 2018-12-12 Secondary mathematics

teachers are frequently required to take a large number of mathematics courses – including advanced mathematics courses such as abstract algebra – as part of their initial teacher preparation program and/or their continuing professional development. The content areas of advanced and secondary mathematics are closely connected. Yet, despite this connection many secondary teachers insist that such advanced mathematics is unrelated to their future professional work in the classroom. This edited volume elaborates on some of the connections between abstract algebra and secondary mathematics, including why and in what ways they may be important for secondary teachers. Notably, the volume disseminates research findings about how secondary teachers engage with, and make sense of, abstract algebra ideas, both in general and in relation to their own teaching, as well as offers itself as a place to share practical ideas and resources for secondary mathematics teacher preparation and professional development. Contributors to the book are scholars who have both experience in the mathematical preparation of secondary teachers, especially in relation to abstract algebra, as well as those who have engaged in related educational research. The volume addresses some of the persistent issues in secondary mathematics teacher education in connection to advanced mathematics courses, as well as situates and conceptualizes different ways in which abstract algebra might be influential for teachers of algebra. Connecting Abstract Algebra to Secondary Mathematics, for Secondary Mathematics Teachers is a productive resource for mathematics teacher educators who teach capstone courses or content-focused methods courses,

as well as for abstract algebra instructors interested in making connections to secondary mathematics.

Illustrative Mathematics, Grade 7-

Can Students Do Mathematical Problem Solving?-John A. Dossey 1993

Learning to Teach Number-Len Frobisher 1999 "Organised into 21 independent modules covering number concepts and systems, the four number operations and pre-algebra, the book provides models for pupils' learning as well as seeking to develop the reader's own understanding of the subject"--Back cover.

How People Learn-National Research Council 2000-08-11 First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts?

What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Mathematics-Douglas M. Campbell 1984 Based upon the principle that graph design should be a science, this book presents the principles of graph construction. The orientation of the material is toward graphs in technical writings, such as journal articles and technical reports. But much of the material is relevant for graphs shown in talks and for graphs in nontechnical publications. -- from back cover.

Constructing Number-Anderson Norton 2018-12-17 The book synergizes research on number across two disciplines—mathematics education and psychology. The underlying problem the book addresses is how the brain constructs number. The opening chapter frames the problem in terms of children's activity, including mental and physical actions. Subsequent chapters are organized into sections that address specific domains of number: natural numbers, fractions, and integers. Chapters within each section address ways that children build upon biological primitives (e.g., subitizing) and prior constructs (e.g., counting sequences) to construct number. The book relies on co-authored chapters and commentaries at the end of each section to create dialogue between junior faculty and senior researchers, as well as between psychologists and mathematics educators. The final chapter brings this work together around the framework of children's activity and additional themes that arise in the collective work. The book is aimed to appeal to mathematics educators, mathematics teacher educators, mathematics education researchers, educational psychologists, cognitive psychologists, and developmental psychologists.

Algebra 1 New York-Mcdougal Littel 2007-07-31

Preparing for the OGT in Mathematics-Richard J. Andres 2004

Elements of Algebra-John Stillwell 2013-04-18 Algebra is abstract mathematics - let us make no bones about it - yet it is also applied mathematics in its best and purest form. It is not abstraction for its own sake, but abstraction for the sake of efficiency, power and insight. Algebra emerged from the struggle to solve concrete, physical problems in geometry, and succeeded after 2000 years of failure by other forms of mathematics. It did this by exposing the mathematical structure of geometry, and by providing the tools to analyse it. This is typical of the way algebra is applied; it is the best and purest form of application because it reveals the simplest and most universal mathematical structures. The present book aims to foster a proper appreciation of algebra by showing abstraction at work on concrete problems, the classical problems of construction by straightedge and compass. These problems originated in the time of Euclid, when geometry and number theory were paramount, and were not solved until th the 19 century, with the advent of abstract algebra. As we now know, alge bra brings about a unification of geometry, number theory and indeed most branches of mathematics. This is not really surprising when one has a historical understanding of the subject, which I also hope to impart.

Essential Mathematics for the Australian Curriculum Year 9-David Greenwood 2011-04 Essential Mathematics for the Australian Curriculum provides an authoritative and practical interpretation of all content strands, substrands and content descriptions.

Common Core Mathematics in a PLC at Work®, Grades 6-8-Diane J. Briars 2012-10-26 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics, grades 6–8. Discover what students should learn and how they should learn it at each grade level. Comprehensive research-affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency.

Alain Badiou-Jason Barker 2002 A clear and concise introduction to the political philosophy of Alain Badiou, centred in a political context.

Yearbook - National Council of Teachers of Mathematics- 1988

Kaplan No-Stress Guide to the New York State 8th Grade Tests-Cynthia Johnson 2001 Vincent Descombes brings together an astonishingly large body of philosophical and anthropological thought to present a thoroughgoing critique of contemporary cognitivism and to develop a powerful new philosophy of the mind. Beginning with a critical examination of American cognitivism and French structuralism, Descombes launches a more general critique of all philosophies that view the mind in strictly causal terms and suppose that the brain--and not the person--

thinks. Providing a broad historical perspective, Descombes draws surprising links between cognitivism and earlier anthropological projects, such as Levi-Strauss's work on the symbolic status of myths. He identifies as incoherent both the belief that mental states are detached from the world and the idea that states of mind are brain states; these assumptions beg the question of the relation between mind and brain. In place of cognitivism, Descombes offers an anthropologically based theory of mind that emphasizes the mind's collective nature. Drawing on Wittgenstein, he maintains that mental acts are properly attributed to the person, not the brain, and that states of mind, far from being detached from the world, require a historical and cultural context for their very intelligibility. Available in English for the first time, this is the most outstanding work of one of France's finest contemporary philosophers. It provides a much-needed link between the continental and Anglo-American traditions, and its impact will extend beyond philosophy to anthropology, psychology, critical theory, and French studies.

NAEP Validity Studies-Pamela R. Jakwerth 2003 Over the past decade, developers of the National Assessment of Educational Progress (NAEP) have changed substantially the mix of item types on the NAEP assessments by decreasing the numbers of multiple-choice questions and increasing the numbers of questions requiring short- or extended-constructed responses. These changes have been motivated largely by efforts to encompass the more complex learning outcomes being codified by new curriculum and

assessment standards in a number of subject areas. That is, NAEP has attempted to align with widely endorsed recommendations for greater focus on the development and use of higher-order-thinking skills in instruction as well as assessments that better allow students to demonstrate such skills. With the inclusion of short and extended constructed-response questions on the NAEP assessments, however, researchers have begun to notice unacceptably high student nonresponse rates (Koretz et al. 1993). As a result, NAEP reports, analyses, and subsequent conclusions may be potentially confounded by the fact that large numbers of students are not answering some of the questions. Additionally, nonresponse rates seem to vary with student characteristics like gender and race, which may further impact the validity of NAEP conclusions. In this study, the authors explored potential reasons behind student omission of responses to assessment questions. Understanding why students fail to answer certain questions may help inform the proper treatment of missing data during the estimation of item parameters and achievement distributions. It may also help test developers identify strategies for increasing response rates for particular types of questions or for particular groups of students. The study was exploratory, small in scope, and qualitative in nature. The general approach was to visit schools where the 1998 eighth-grade national NAEP assessments in reading and civics were being conducted and interview samples of students about their test taking behaviors and their reasons for not answering particular questions following the assessment sessions. In their interviews the authors also attempted to determine whether the students could have correctly answered the

questions they had left blank. Five research questions guided this study: (1) What are the reasons students give for not answering questions on the eighth-grade reading and civics NAEP assessments? (2) Are students leaving particular types of questions unanswered on these two assessments more often than other types? (3) How valid is the assumption that students have attempted, and then passed over, questions left blank in the middle of an item block, but that students have not attempted questions left blank at the end of an item block? (4) How valid is the assumption that if students skip items in the middle of an item block, they do not know the answers? and (5) What modifications can be made to NAEP assessments to decrease the numbers of questions left unanswered? [Commissioned by the NAEP Validity Studies (NVS) Panel (formed by the American Institutes for Research under contract with the National Center for Education Statistics), March 1999.].

Numbers-OnBoard Lessons 2017-01-01 Numbers Integers • Order integers on a number line • Compare integers using the less than, greater than, and equal to symbols • Model adding and subtracting integers using a chip board Number Properties • Identify commutative, associative and distributive properties Words and Numbers • Develop number sense for rational numbers 0.001 through 999,999 • Connect model, number word, and number using a variety of representations Place Value • Build an understanding of place value (thousandths through millions place) Expanded Notation • Build an understanding of place value

(thousandths through hundred thousands) Order of Operations- Parentheses • Understand that parentheses can change the outcome in a math equation • Practice solving equations using order of operations Order of Operations- Solving Problems • Apply the order of operations to solve number problems • Arrange numbers and symbols to come up with a given answer • Insert parentheses correctly into a number problem given the answer

Discrete Mathematics: Introduction to Mathematical Reasoning-Susanna S. Epp 2014-07-18 Susanna Epp's DISCRETE MATHEMATICS: AN INTRODUCTION TO MATHEMATICAL REASONING, provides the same clear introduction to discrete mathematics and mathematical reasoning as her highly acclaimed DISCRETE MATHEMATICS WITH APPLICATIONS, but in a compact form that focuses on core topics and omits certain applications usually taught in other courses. The book is appropriate for use in a discrete mathematics course that emphasizes essential topics or in a mathematics major or minor course that serves as a transition to abstract mathematical thinking. The ideas of discrete mathematics underlie and are essential to the science and technology of the computer age. This book offers a synergistic union of the major themes of discrete mathematics together with the reasoning that underlies mathematical thought. Renowned for her lucid, accessible prose, Epp explains complex, abstract concepts with clarity and precision, helping students develop the ability to think abstractly as they study each topic. In doing so, the book provides students with a

strong foundation both for computer science and for other upper-level mathematics courses. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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