Preface to the Instructor

As professors at both an urban university and a community college, Michael Sullivan and Michael Sullivan, III, are aware of the varied needs of Precalculus students, ranging from those who have little mathematical background and a fear of mathematics courses, to those having a strong mathematical education and a high level of motivation. For some of your students, this will be their last course in mathematics, whereas others will further their mathematical education. This text is written for both groups.

As a teacher, and as an author of precalculus, engineering calculus, finite mathematics, and business calculus texts, Michael Sullivan understands what students must know if they are to be focused and successful in upper-level math courses. However, as a father of four, he also understands the realities of college life. As an author of a developmental mathematics series, Michael’s co-author and son, Michael Sullivan, III, understands the trepidations and skills students bring to the Precalculus course. Michael, III also believes in the value of technology as a tool for learning that enhances understanding without sacrificing math skills. Together, both authors have taken great pains to ensure that the text contains solid, student-friendly examples and problems, as well as a clear and seamless writing style.

A tremendous benefit of authoring a successful series is the broad-based feedback we receive from teachers and students. We are sincerely grateful for their support. Virtually every change in this edition is the result of their thoughtful comments and suggestions. We are sincerely grateful for this support and hope that we have been able to take these ideas and, building upon a successful first edition, make this series an even better tool for learning and teaching. We continue to encourage you to share with us your experiences teaching from this text.

About This Book

This book utilizes a functions approach to Precalculus. Functions are introduced early (Chapter 1) in various formats: maps, tables, sets of ordered pairs, equations, and graphs. Our approach to functions illustrates the symbolic, numeric, graphic, and verbal representations of functions. This allows students to make connections between the visual representation of a function and its algebraic representation.

It is our belief that students need to “hit the ground running” so that they do not become complacent in their studies. After all, it is highly likely that students have been exposed to solving equations and inequalities prior to entering this class. By spending precious time reviewing these concepts, students are likely to think of the course as a rehash of material learned in other courses and say to themselves, “I know this material, so I don’t have to study.” This may result in the students developing poor study habits for this course. By introducing functions early in the course, students are less likely to develop bad habits.

Another advantage of the early introduction of functions is that the discussion of equations and inequalities can focus around the concept of a function. For example, rather than asking students to solve an equation such as $2x^2 + 5x + 2 = 0$, we ask students to find the zeros of $f(x) = 2x^2 + 5x + 2$ or solve $f(x) = 0$ when $f(x) = 2x^2 + 5x + 2$. While the technique used to solve this type of problem is the same, the fact that the problem looks different to the student means the student is less apt to say, “Oh, I already have seen this problem before, and I know how to solve it.” In addition, in Calculus students are going to be asked to solve equations such as $f'(x) = 0$, so solving $f(x) = 0$ is a logical prerequisite skill to practice in Precalculus. Another advantage to solving equations through the eyes of a function is that the properties of functions can be included in the solution. For example, the linear function $f(x) = 2x - 3$ has one real zero because the function $f$ is increasing on its domain.

Features in the Fourth Edition

Rather than provide a list of new features here, that information can be found on pages i–iii.

This places the features in their proper context, as building blocks of an overall learning system that has been carefully crafted over the years to help students get the most out of the time they put into studying. Please take the time to review the features listed on pages i–iii and to discuss them with your students at the beginning of your course. Our experience has been that when students utilize these features, they are more successful in the course.

Changes in the Fourth Edition

Content

- Desmos screen captures have been added throughout the text. This is done to recognize that graphing technology expands beyond graphing calculators.
- Definitions have been reviewed, and in a few cases, revised to be consistent with those presented in Calculus. For example, in the definitions for increasing/decreasing functions, we deleted the word “open”, allowing for functions to increase/decrease on any type of interval.

Organization

- **Chapter F, Section 3** We moved the objective “Find the Equation of a Line Given Two Points” after the objective “Identify the Slope and y-Intercept of a Line from Its Equation”. This allows us to express lines in slope-intercept form.
Using this Book Effectively and Efficiently with Your Syllabus

To meet the varied needs of diverse syllabi, this book contains more content than is likely to be covered in a typical Precalculus course. As the chart illustrates, this book has been organized with flexibility of use in mind. Even within a given chapter, certain sections are optional and can be omitted without loss of continuity. See the detail following the flow chart.

Foundations  A Prelude to Functions
Quick coverage of this chapter, which is mainly review material, will enable you to get to Chapter 1, Functions and Their Graphs, earlier.

Chapter 1  Functions and Their Graphs
Perhaps the most important chapter. Sections 1.6 and 1.7 are optional.

Chapter 2  Linear and Quadratic Functions
Topic selection depends on your syllabus. Sections 2.2, 2.6, and 2.7 may be omitted without a loss of continuity.

Chapter 3  Polynomial and Rational Functions
Topic selection depends on your syllabus. Section 3.6 is optional.

Chapter 4  Exponential and Logarithmic Functions
Sections 4.1–4.6 follow in sequence. Sections 4.7–4.9 are optional.

Chapter 5  Trigonometric Functions
The sections follow in sequence. Section 5.8 is optional.

Chapter 6  Analytic Trigonometry
Sections 6.2 and 6.7 may be omitted in a brief course.

Chapter 7  Applications of Trigonometric Functions
Sections 7.4 and 7.5 may be omitted in a brief course.

Chapter 8  Polar Coordinates; Vectors
Sections 8.1–8.3 and Sections 8.4–8.7 are independent and may be covered separately.

Chapter 9  Analytic Geometry
Sections 9.1–9.4 follow in sequence. Sections 9.5, 9.6, and 9.7 are independent of each other, but each requires Sections 9.1–9.4.

Chapter 10  Systems of Equations and Inequalities
Sections 10.2–10.7 may be covered in any order. Section 10.8 requires Section 10.7.

Chapter 11  Sequences; Induction; the Binomial Theorem
There are three independent parts: Sections 11.1–11.3, Section 11.4, and Section 11.5.

Chapter 12  Counting and Probability
The sections follow in sequence.

Chapter 13  A Preview of Calculus: The Limit, Derivative, and Integral of a Function
If time permits, coverage of this chapter will provide your students with a beneficial head-start in calculus. The sections follow in sequence.

Appendix A  Review
This review material may be covered at the start of a course or used as a just-in-time review. Specific references to this material occur throughout the text to assist in the review process.

Appendix B  Graphing Utilities
Reference is made to these sections at the appropriate place in the text.

Acknowledgments

Textbooks are written by authors, but evolve from an idea to final form through the efforts of many people. It was Don Dellen who first suggested this book and series. Don is remembered for his extensive contributions to publishing and mathematics.

Thanks are due to the following people for their assistance and encouragement to the preparation of this edition:

• From Pearson Education: Anne Kelly for her substantial contributions, ideas, and enthusiasm; Peggy Lucas, who is a huge fan and works tirelessly to get the word out; Dawn Murrin, for her unmatched talent at getting the details right; Peggy McMahon for her organizational skills and leadership in overseeing production; and the Pearson Math and Science Sales team, for their continued confidence and personal support of our books.

• Accuracy checkers: C. Brad Davis, who read the entire manuscript and accuracy checked answers. His attention to detail is amazing; Timothy Britt, for creating the Solutions Manuals and accuracy checking answers.

• Michael Sullivan, III would like to thank his colleagues at Joliet Junior College for their support and feedback.

Finally, we offer our grateful thanks to the dedicated users and reviewers of our books, whose collective insights form the backbone of each textbook revision.

Our list of indebtedness just grows and grows. And, if we’ve forgotten anyone, please accept our apology. Thank you all.
Get the Most Out of MyLab Math

Used by over 3 million students a year, MyLab™ Math is the world's leading online program for teaching and learning mathematics. MyLab Math delivers assessment, tutorials, and multimedia resources that provide engaging and personalized experiences for each student, so learning can happen in any environment. Each course is developed to accompany Pearson’s best-selling content, authored by thought leaders across the math curriculum, and can be easily customized to fit any course format.

Preparedness

One of the biggest challenges in many mathematics courses is making sure students are adequately prepared with the prerequisite skills needed to successfully complete their course work. MyLab Math offers a variety of content and course options to support students with just-in-time remediation and key-concept review.

- **Skill Builder** offers adaptive practice that is designed to increase students’ ability to complete their assignments. By monitoring student performance on their homework, Skill Builder adapts to each student’s needs and provides just-in-time, in-assignment practice to help them improve their proficiency of key learning objectives.

- **Getting Ready** material provides just-in-time review, integrated throughout the course as needed to prepare students with prerequisite material to succeed. From a quick quiz, a personalized, just-in-time review assignment is generated for each student, allowing them to refresh forgotten concepts.

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Resources for Success

MyLab Math Online Course Precalculus: Concepts Through Functions, A Right Triangle Approach to Trigonometry by Sullivan and Sullivan (access code required)

MyLab Math is available to accompany Pearson’s market leading text offerings. To give students a consistent tone, voice, and teaching method each text’s flavor and approach is tightly integrated throughout the accompanying MyLab Math course, making learning the material as seamless as possible.

Video Program and Resources

Author in Action Videos are actual classroom lectures with fully worked out examples presented by Michael Sullivan III.

- Video assessment questions are available to assign in MyLab Math for key Author in Action videos.
- The corresponding Guided Lecture Notes assist students in taking thorough, organized, and understandable notes while watching Author in Action videos.

Retain Your Knowledge

Updated! Retain Your Knowledge Exercises support ongoing review at the course level and help students maintain essential skills. These are excellent cumulative review problems and are perfect for studying for final exams. Retain Your Knowledge Exercises are available to assign in MyLab Math and in the text.

Graphing Images

Updated! Throughout each chapter TI-84 Plus C and Desmos© screenshots appear. These images help students visualize concepts clearly and make stronger connections among equations, data and graphs in full color; using the graphing technology they are most familiar with.

Sample Assignments

Enhanced Sample Assignments make course set-up easier by giving instructors a starting point for each chapter. Each assignment, handpicked by the author to align with this text, includes a thoughtful mix of question types (e.g., conceptual, skills, etc.) specific to that topic.

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Resources for Success

Instructor Resources

Annotated Instructor’s Edition
The Annotated Instructor’s Edition includes answers to the exercises sets. Shorter answers are on the page beside the exercises, and longer answers are in the back of the text.

The following resources can be downloaded from www.pearson.com or at www.pearson.com/mylab/math

Learning Catalytics Question Library
Questions written by Michael Sullivan III are available to deliver through Learning Catalytics to engage students in your course.

PowerPoint® Lecture Slides
Fully editable slides that correlate to the textbook.

Instructor Solutions Manual
Includes fully worked solutions to all textbook exercises.

TestGen®
TestGen® (www.pearson.com/testgen) enables instructors to build, edit, print, and administer tests using a computerized bank of questions developed to cover all the objectives of the text.

Mini Lecture Notes
Includes additional examples and helpful teaching tips, by section.

Online Chapter Projects
Additional projects that let students apply what was learned in the chapter.

Student Resources

Additional resources to help student success:

Lecture Video
Author in Action videos are actual classroom lectures with fully worked-out examples presented by Michael Sullivan III. All videos are assignable with video assessment questions within MyLab Math.

Chapter Test Prep Videos
Students can watch instructors work through step-by-step solutions to all chapter test exercises from the textbook. These are available in MyLab Math and on YouTube.

Student Solutions Manual
Provides detailed worked-out solutions to odd-numbered exercises.

Guided Lecture Notes
These lecture notes assist students in taking thorough, organized, and understandable notes while watching Author in Action videos. Students actively participate in learning the how/why of important concepts through explorations and activities. The Guided Lecture Notes are available as PDFs and customizable Word files in MyLab Math. They can also be packaged with the textbook and MyLab Math access code.

Algebra Review
Four chapters of Intermediate Algebra review. Perfect for a slower-paced course or for individual review.

Skills for Success
Online module found in MyLab Math that supports students continued success in college. This module provides tutorial and guidance on a variety of topics, including transition to college, online learning, time management and professional development skills.

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