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Elayn Martin-Gay has taught mathematics at the University of New Orleans for more than 25 years. Her numerous teaching awards include the local University Alumni Association's Award for Excellence in Teaching, and Outstanding Developmental Educator at University of New Orleans, presented by the Louisiana Association of Developmental Educators.

Prior to writing textbooks, Elayn Martin-Gay developed an acclaimed series of lecture videos to support developmental mathematics students. These highly successful videos originally served as the foundation materials for her texts. Today, the videos are specific to each book in her series. She has also created Chapter Test Prep Videos to help students during their most "teachable moment"—as they prepare for a test—along with Instructor-to-Instructor videos that provide teaching tips, hints, and suggestions for every developmental mathematics course, including basic mathematics, prealgebra, beginning algebra, and intermediate algebra.

Elayn is the author of 12 published textbooks and numerous multimedia interactive products, all specializing in developmental mathematics courses. She has participated as an author across a broad range of educational materials: textbooks, videos, tutorial software, and courseware. This offers an opportunity for multiple combinations for an integrated teaching and learning package, offering great consistency for the student. --This text refers to the Paperback edition.

I've had to teach from this text, or different editions of it, over the past ten years. It's a great text for teaching pre-algebra, but is certainly inadequate for an introductory or elementary algebra course. Unfortunately, some colleges are apparently using this text for courses in introductory or elementary algebra, for which it was never intended. Use the appropriate text by the same author, or parallel texts by Bittinger, Blitzer, Lial, Dugopolski or a host of others.

Teaching introductory or elementary algebra courses from this text is disingenuous and only cheats the student who will need the topics in a real introductory algebra course to go onto a real intermediate algebra course. I use the word "real" here to distinguish between the traditional developmental algebra courses (intro and intermediate) and the apparent current trend on some (smaller ?) campuses of "dumbing down" course content to get students through developmental algebra and into college algebra, the first "college level" math course on most campuses. Unfortunately if the student hasn't learned intro and intermediate algebra, they are going to have a tough time with college algebra, unless that course is also proportionally "dumbed down." The ripple effect will eventually force the "dumbing down" of pre-calc and calc courses as well, since algebra is the biggest stumbling block for most beginning calc students. Then what effect on any degree requiring calculus or even college algebra as a requisite course in mathematics?

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NEW! The Student Organizer is designed to help students develop the study habits they need to be successful. This Organizer guides students through the three main components of studying effectively–note-taking, practice, and homework–and helps them develop the habits that will enable them to succeed in future courses. The Student Organizer can be packaged with the text in loose-leaf, notebook-ready format and is also available for download in MyMathLab.

NEW! Guided application exercises appear in many sections throughout the text, beginning with section 3.4. These applications prompt students on how to set up the problem and get started with the solution process. These guided exercises will help students prepare to solve application exercises on their own.

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